**BU/MALDEN REACH FOR THE STARS ACADEMY**

**CURRICULUM FOR LANGUAGE EDUCATION BLOCK:**

**LESSONS TO ACCOMPANY READER**

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**GELL Student Questionnaire: Pre- post**

**Gateway for ELLs Summer Enrichment Program**

**Malden Public Schools and Boston University**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Birthday: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Native Language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who do you live with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your favorite food? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to be when you grow up? Why?

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What is your favorite subject? What do you like about the class?

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What is your least favorite subject? What do you not like about the class?

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What is the hardest thing about school? Why?

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Describe your best memory from school last year.

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is one thing you want to make different about next school year?

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Why did you decide to participate in the program? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to accomplish this summer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you think this program is about?

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**Essential Components of Language Education Class Curricular Structure**

Class Meeting Time: Monday-Friday 8:30am-10:15am

Class Description

The goal of this class is to accelerate and broaden students’ language, content, intercultural and habits of mind knowledge and skills through meaningful, engaging, and comprehensive learning experiences. This class will be co-taught by BU Instructional Lead Teachers and Malden Teachers. Project assistants will also work with students one-on-one and in small groups to aid in the differentiation of learning according to students’ needs, abilities, and interests.

Language Education Class Curricular Structure

The curriculum design for each text should begin with explicit **language, content, intercultural, and habits of mind objectives.** In addition, the lessons should make connections to the concept of **college and career readiness**.

The curriculum designed for each text should include the following sections:

**I. Activating background knowledge**

**(topic/content, vocabulary, integrated skills)**

**II. Comprehension and Discussion**

**III. Listening Comprehension**

**IV. Pronunciation through negotiation of meaning**

**V. Reading the World (Critical Thinking: connections to selves and world, habits of mind, and college/career readiness)**

**VI. Intercultural Connections**

**VII. Writing**

**VII. College and Career Readiness Connections**

**PERSERVERANCE**

**Language Development Class, Day 1**

**Lesson:** My Name

**Text:** "My Name" from *The House on Mango Street*

**Topic:** ELA; Introductions

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**WIDA Standards:**

Standard 1, Social and Instructional Language

Standard 2, Language of Language Arts

**Content Objectives:**

* Understand the story behind the narrator's name (the author’s purpose).
* Make text-to-self connections (your name and its meanings).
* Make text-to-world connections (How do names have cultural importance? Why is it important to respect people's names?).

**Language Objectives:**

* Orally summarize the author’s view of her name.
* Use appropriate words, phrases, and pictures to write/draw a concept map showing the most important details of the story behind your name.
* Orally demonstrate comprehension of the text through partner and whole group discussions.

**Habits of Mind Objective:** The lesson reinforces perseverance, as it relates to identity formation. We all spend a lifetime working to create and present a personal identity that is symbolized by our names. We blend our cultural and family histories with our views about ourselves to create our identities, and this is often a significant personal challenge.

**Intercultural Connections:** The theme underscores the importance of language, and how names connect us to our culture and community. Developing a strong sense of self is key to having a healthy sense of identity

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now:** Create a poster with your name written in large letters. Answer the following questions on the poster. You can use phrases, short sentences, and pictures to tell the story of your name. You will use this poster to stand up and introduce yourself to your new teacher and classmates.

1. What is the meaning of your name?
2. Who named you?
3. Is there a particular story associated with your name?
4. Do you like your name?
5. If you were to choose another name, what would it be?
6. How do you think others feel about your name?

[Teachers should adjust specific writing expectations to student proficiency level. It would also be helpful for the teacher to model the poster in advance--creating one for his/her first or last name and using it introduce himself/herself.]

**Vocabulary: (Choose 3-5 words to pre-teach based on student proficiency level.)**

Hope, sobbing, wild, fancy, forgive, inherit, tin, baptize, chandelier

**READING THE WORLD**

**Read-Aloud: "My Name"**

Text-to-Self Connection: In the margins of your reader, write one connection between the story/significance of your name, and the narrator's name.

Text-to-World Connection: In the margins of your reader, write one thing you know about the narrator's culture/community based on the things she says about her name.

Text-to-World: What are popular names in your language? Share them in small groups.

**COMPREHENSION AND DISCUSSION**

Ask your partner the following questions and please take turns answering each and every question:

1. What does the narrator’s name mean?
2. What is the story associated with her name?
3. What type of person was the narrator’s grandmother?
4. What do you think the narrator meant by “I don’t want to inherit her place by the window?"
5. Do you think the narrator grew up to be just like her grandmother?
6. How are the expectations for women different today?

7. Why do you think the narrator wants to baptize herself under a new name?

**WRITING/ INTERCULTURAL CONNECTIONS**

**Quick writing:** Think about the story of your name, the story of Esperanza's name, and the story of your classmates' names.

1. What do the name stories have in common?

2. How do our names connect us to our families and to our cultures?

3. Why is it important to have pride in our names and respect for other people's names?

4. What do you want other people to remember and respect about your name?

**LISTENING COMPREHENSION/ PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Fishbowl Discussion:**

Using the answers they have written, and teacher-created sentence starters, students should complete a fishbowl discussion of the four questions about the importance of names. Depending on time, class size, and student familiarity with the fishbowl protocol, the class can complete two shifts of discussion between 8-10 students, or the teachers can divide the class and conduct two separate fishbowls in two shifts of 4-5 students each. The teacher will collect the listening students' notes as an exit ticket.

Speaking Students:

1. Every student must participate.

2. Students should begin their comments with sentences starters, or equally appropriate and respectful phrases.

Listening Students:

1. Students should write down one comment from a speaking student that they agree with.

2. Students should write down one comment they have a question about, or respectfully disagree with.

**Fishbowl Sentence Starters:**

I think names are important because…

One interesting thing about my name is…

In my other language, people's names are…

I agree with you and…

I respectfully disagree with you because…

I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had a great point! And I want to add…

It is important to respect people's names because…

**COLLEGE AND CAREER READINESS**

Teachers should point out to students that having confidence and showing respect while introducing yourself and meeting other people is a key skill for college and careers. Forming a positive first impression is very important. When introducing the fishbowl, teachers should also indicate that this activity will be used through the Academy because it is excellent practice for the kind of discussion that takes place both in college classes and in professional meetings.

Using role plays, students should practice introducing themselves.

**Language Development Class, Day 2**

**Lesson:**  I Am From

**Text:** "A House of My Own" from *The House on Mango Street*

**Topic:** ELA; Identity and belonging

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.6.3  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.6.5  
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**WIDA Standards:**

Standard 1, Social and Instructional Language

Standard 2, Language of Language Arts

**Content Objectives:**

* Explain the author's personal connection to geographic locations, physical spaces, and items.
* Relate the author's search for home and identity to the theme of perseverance.
* Make text-to-self connections about your personal idea of home, and what it has been like to move to a different country.
* Express your ideas about home and identity in an "I Am from Poem."

**Language Objectives:**

* Orally demonstrate an understanding of the author's connection to home by contributing to the class's co-construction of an "I Am From" poem written from Sandra Cisneros' perspective.
* Write your own "I Am From" poem using appropriate language conventions for English poetry.

**Habits of Mind Objective:** The lesson reinforces perseverance, as it relates to identity and belonging. Especially for immigrants, the process of finding a physical space and a community that feels like home can be a long process that requires personal resilience and adaptability. Students should connect Sandra Cisneros' struggle to find a space of her own to the work they are doing to succeed in a new home country.

**Intercultural Connections:** Students should think about the ways that people's backgrounds, home lives, and identities impact their ability to succeed professionally and thrive emotionally. The teacher should ask students to consider: how does your life at home impact your work in the classroom? What advantages do you have because of your personal/cultural history? What are some challenges you face?

**ACTIVATING BACKGROUND KNOWLEDGE**

**Opening Questions:**

**Vocabulary: (Choose 3-5 words to pre-teach based on student proficiency level.)**

Slightly, pantry, posed, wandered, turf, reeks, trousseau, grimy, scuffling, rodents

**READING THE WORLD**

**Read-aloud:** "A House of My Own" from *The House on Mango Street*

While we read, consider the words the author chooses to describe her home. Highlight details about the author's home and neighborhood. These details will be important to us later on in the lesson.

**LISTENING COMPREHENSION**

[**http://wn.com/Sandra\_Cisneros\_\_Early\_Life**](http://wn.com/Sandra_Cisneros__Early_Life)

Ask students to listen to Cisneros while considering what they feel they have in common with her.

**COMPREHENSION AND DISCUSSION**

Partner Work

**Task(s): Discuss the following questions with your partner.**

1. What words would you use to describe Sandra Cisneros?
2. Why do you think she vividly remembers the library?
3. Why do you think she received bad grades as a fifth grader?
4. Do you share any characteristics with Sandra Cisneros?

**WRITING**

First, the teacher should model the poem writing process by asking students to help write a sample poem from Sandra Cisneros' perspective. This can be done as a whole group on the board, or on chart paper. Depending on student needs/proficiency levels, this could also be done in two to three small, teacher-supported groups. Students should draw on the details about Cisneros' home that they highlighted in the text. They should also draw on what they learned about Cisneros in the interview video.

After completing one poem from Cisneros' perspective, students should work independently to write a poem from their own perspective.

**"I Am From" Poem**

I am from (geographical locations)

Where I hear…

Where I smell…

Where I feel…

I am from… (the person or people who is/are important to you)

(One thing that makes the person/people special)

(One way the person/people help you everyday)

I am from (a new place)

Where I feel…

Where I am most happy when…

It is a new home to me because…

I am from.., (your dreams and hopes for the future)

(One of your goals in life?)

(What do you think you need to become successful (resilient and persistent)?)

I am from those who came before me

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

Students should recite their "I Am From" poems in front of the whole group, or in smaller groups, as time allows. Before reciting, teachers should use the group-written Cisneros poem to model highlighting or writing symbols to improve the recitation. For example: students could highlight a word they want to say with particular emphasis, or they could place periods in places where they want to pause for emphasis.

**INTERCULTURAL CONNECTIONS**

Becoming successful in this world is not easy for most people. It is particularly difficult for immigrants to overcome many of the challenges they face. Sandra embodies the characteristics of being strong and resilient. Can you think of people in your life that remind you of Sandra? If so, describe the person/the people that come to your mind to a partner and give real life examples that are as specific as possible. Try to use words such as adversity, challenges, resilient, persistent, strong, positive, and other words such as overcoming.

**COLLEGE AND CAREER READINESS**

Teachers should emphasize that Cisneros is a best-selling author who has won many awards. She overcame some of the same struggles students face, using tools like the library to help her find her identify and develop her language skills. As a ticket to go, teachers can ask students to list some people and places--the same or different from people and places in the "I Am From" poem--that help them the way the library helped Cisneros.

1. Conduct internet research about a famous writer from your country and write down and share with a partner what you discovered. Bring in a famous poem that he/she wrote and share it with the large group . Translate the meaning into English.

**Language Development Class, Day 3**

**Lesson:** Language Barriers

**Text:** "No Speak English" from *The House on Mango Street*

**Topic:** ELA; Overcoming adversity

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.W.6.3  
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**WIDA Standards:**

Standard 1, Social and Instructional Language

Standard 2, Language of Language Arts

**Content Objectives:**

* Demonstrate command of the term "adversity," listing relevant personal examples.
* Explain the main challenges/frustrations facing each character in the text: Mamacita, the man, and the baby boy.
* Make a text-to-self connection about the difficulty of overcoming language barriers in a new country.
* Make a text-to-text connection about the importance of home, and the struggle to find a place where you belong.

**Language Objectives:**

* Use clear pronunciation and appropriate intonation when performing a dramatic rendition of "No Speak English."
* Demonstrate listening comprehension by appropriately reacting to fellow characters' feelings during improvised role-play.

**Habits of Mind Objective:** Perseverance is about the will to overcome challenges to reach a goal. Everyone faces some form of adversity in their lives, but successful people are the ones who never stop trying to overcome obstacles.

**Intercultural Connections:** Language is a barrier that is hard to cross for many people. Many feel frustrated and silenced by language. However, part of our strength lies in the fact that we have the ability to adapt and rise above adversities presented by language and society.

**ACTIVATING BACKGROUND KNOWLEDGE**

How many people have faced adversity? Difficult moments? We’ll name the adversity. We’ll start with an image (ex: person pushing boulder).



1. What do you think will happen to this person?
2. How do you think this person will do?
3. Can you predict what will happen to this person?
4. Lastly, have you ever faced adversity before? How did you cope/react?

**Vocabulary: (Teach/review words in bold during opening activity. Choose 3-5 other words to pre-teach before the reading, based on student proficiency level.)**

**Adversity, obstacle, challenge, overcome**; ought, thick, seagull, hollyhocks, disgusted, belong, hysterical

**READ THE WORLD**

**Read-aloud:** "No Speak English," from *The House on Mango Street*

While we read, highlight feelings you identify with. Do you identify with Mamacita not wanting to go outside? Do you understand how the man feels when he tells her that their new country needs to become their home?

**COMPREHENSION AND DISCUSSION**

**Task(s):**

Ask your partner the following questions and please take turns answering each and every question:

1. What did the man have to go through to get his family together?
2. What were the man’s expectations?
3. Why do you think the cab driver and the men kept on pulling and pushing
4. What does Mamacita struggle with?
5. Why do you think Mamacita was upset with her son at the end of the story?
6. What do you think will happen to the child in the story?

**LISTENING COMPREHENSION/PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

In groups of three, create a dramatic improvisation based on "No Speak English." Take on a character role from the story. For example, one group member must improvise dialogue as the father, one as Mamacita, and one as the son. Take notes about the characters' feelings before you begin. Then, start a conversation where you speak with the character's voice. Tell your family how you feel, and how you want them to help you overcome your challenges and persevere.

Teachers should circulate to hold students accountable for choosing a role and taking notes. After students have performed their improvisation once in small groups, the teachers can decide to select a few groups to perform for the class. Alternatively, teachers can split the groups up between them, allowing each small group to perform for the teacher and fellow students.

**INTERCULTURAL CONNECTIONS/ COLLEGE AND CAREER READINESS**

**Whole Class Discussion: Language and Success**

Teacher should take notes on chart paper and keep it posted in the classroom. Teachers should lead students to recognize that while language development is a struggle, it is vital to future success. Also, teachers should emphasize that students have an advantage they may not presently consider an advantage--they are learning and growing as speakers of two (or more) languages, and participants in two (or more) cultures.

* How can language affect a person's success in life?
* Why is it important to develop your language skills even when it is difficult, and even though it may take a long time to feel confident speaking a new language?
* How will it help you in life to know two languages?
* What can you do to make sure you are a successful member of two cultures with two different languages?
* What help do you need from teachers, family, and friends, to develop both of your languages?

**WRITING**

Write a letter to Mamacita, and give her your advice about overcoming adversity. Tell her which parts of her story you understand, and tell her the things you have done to develop your language skills and make a home in a new country. Tell her how you think she could ask her husband and son to help her through her struggle.

Teachers should collect this letter as an exit ticket.

**Language Development Class, Day 4**

**Lesson:**  Still I Rise

**Text:** "Still I Rise" by Maya Angelou

**Topic:** ELA, Poetry (Figurative Language)

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.L.8.5  
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.5.A  
Interpret figures of speech (e.g. verbal irony, puns) in context.

**WIDA Standards:**

Standard 1, Social and Instructional Language

Standard 2, Language of Language Arts

**Content Objectives:**

* Define the terms: simile, metaphor, and figurative language.
* Identify examples of simile, metaphor, and figurative language in "Still I Rise," by Maya Angelou.
* Explain how the poem relates to the theme of perseverance.
* Connect events in Angelou's life to the theme of perseverance.

**Language Objectives:**

* Use context-based vocabulary strategies and knowledge of figurative language to comprehend the poet's central message.
* Write figurative expressions that appropriately describe key thematic vocabulary: adversity, challenge, perseverance, success.

**Habits of Mind Objective:** Maya Angelou's poetry and biography perfectly embody perseverance in the face of adversity. Students will use Angelou's empowering example to consider what it means to triumph over significant challenges in life.

**Intercultural Connections:** Angelou faced the entrenched cultural issues of racism and sexism in America on her journey to becoming one of the greatest writers in American history. Teachers should push students to understand that "Still I Rise" directly addresses the struggles Angelou faced as a poet, and to recognize that Angelou's strategy was perseverance.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Opening Questions:**

* Can parts of a person's identity become challenges as they try to succeed?
* Do you think prejudice still exists in the world? (Is it harder for people of color, or women, or people with disabilities to be successful in the world today?)

**Vocabulary: (Teach/review words in bold during opening activity. Choose 3-5 other words to pre-teach before the reading, based on student proficiency level.)**

**Simile, metaphor, figurative language**; bitter, twisted, trod, sassiness, beset, bowed, weakened, soulful, haughtiness

**LISTENING COMPREHENSION**

##### Maya Angleou Biography:

##### <http://www.biography.com/people/maya-angelou-9185388>

This website contains a video about Maya Angelou’s life. It also has short synopsis of her life in writing.

**READING THE WORLD/ PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Read-Aloud:** "Still I Rise" by Maya Angelou

Teachers may want to use choral or echo reading to emphasize the rhythm of the poem and help students internalize the meaning imparted by pauses, line breaks, and poetic devices. This also provides an opportunity for students to improve pronunciation by following the teacher's immediate example with difficult or unfamiliar words contained in the poem.

**COMPREHENSION AND DISCUSSION**

Maya Angelou uses figurative language in much of her poem. With a partner, talk about the underlined sentences and figure out the comparisons she makes using **similes** and **metaphors**. Why do you think she makes such comparisons?

**Still I Rise**

[**Poetry of Maya Angelou**](http://www.eliteskills.com/a/Maya+Angelou)

You may write me down in history  
With your bitter, twisted lies,  
You may trod me in the very dirt  
But still, like dust, I'll rise.  
  
Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.  
  
Just like moons and like suns,  
With the certainty of tides,  
Just like hopes springing high,  
Still I'll rise.  
  
Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops.  
Weakened by my soulful cries.  
  
Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own back yard.  
  
You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.  
  
Does my sexiness upset you?  
Does it come as a surprise  
That I dance like I've got diamonds  
At the meeting of my thighs?  
  
Out of the huts of history's shame  
I rise  
Up from a past that's rooted in pain  
I rise  
I'm a black ocean, leaping and wide,  
Welling and swelling I bear in the tide.  
Leaving behind nights of terror and fear  
I rise  
Into a daybreak that's wondrously clear  
I rise  
Bringing the gifts that my ancestors gave,  
I am the dream and the hope of the slave.  
I rise  
I rise  
I rise.

Practice using figurative language to complete the following sentences:

1. Adversity is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

2. Challenges are like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

3. Overcoming adversity and challenges are

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. Life is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but each and every person has to

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , because life without struggle is like

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**WRITING**

The teachers should direct students to take out their "I Am From" poems from the previous day's class and find at least one place where they could add figurative language to enhance the point they were trying to make.

**COLLEGE AND CAREER READINESS**

Both Sandra Cisneros and Maya Angelou have come from adverse environments. All the odds were stacked against them. From poverty to abuse yet they both have managed to leave a huge imprint in society using their stories of adversity. Both writers have managed to turn their lives into scripts and into springboards to enlighten, educate and liberate many folks who feel trapped and powerless. Writing is an avenue for folks to speak, to rise and overcome many of the challenges faced. Your story is an asset that can benefit many folks and it is your obligation to make your voice heard.

1. In a roundtable discussion, talk about why perseverance is necessary for college/career readiness.

**Language Development Class, Day 5**

**Lesson:** Galapagos Surprise

**Text:** Print version of NPR broadcast interview "Galapagos Surprise Again with Pink Iguana"

**Topic:** Science

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RI.6.1  
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.7  
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.W.7.1  
Write arguments to support claims with clear reasons and relevant evidence.

**WIDA Standards:**

Standard 1, Social and Instructional Language

Standard 4, The Language of Science

**Content Objectives:**

* Understand the differences between reading an interview and reading other types of texts.
* Reflect on what it means to be a scientist and how research is undertaken.
* Consider the biodiversity of the Galapagos Islands and become familiar with its attraction for both scientists and tourists.
* Discover strategies for solving problems and adding to current knowledge based on the scientific approach.
* Recognize that *persistence* is important in science and beyond.

**Language Objectives:**

* Use context clues, word parts, and other strategies to find the meaning of Tier 3 science vocabulary words in context.
* Combine information learned from listening, reading, and discussion to form evidence-based conclusions.

**Habits of Mind Objective:** Perseverance continues to be a vitally important quality in the professional world--especially in science, where it can take a lifetime to find a breakthrough in research. Perseverance is not just a skill that will get you to college, but help you succeed throughout your professional life.

**Intercultural Connections:** Teachers can lead students to compare and contrast values and perceptions of science and scientists in their home cultures vs. the United States.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Opening Questions:**

1. What is a natural resource? What is biodiversity?
2. Have you ever heard of the Galapagos Islands? What do you know about them?
3. Have you ever lived in or visited another country (or any place) that had a special or famous natural resource?
4. What features makes one place different from another?
5. How do people study and learn about the natural world?
6. Have you ever seen movies or tv shows about people who study plants, animals, or other things related to nature?

**Vocabulary:**

genetic mutation; relatively; pigment; hypothetic; distinct; remote; summit; confirm; variation; taxonomy

**Task(s):** Look at the underlined vocabulary words and phrases. If you don’t know the word or phrase, can you use the rest of the sentence to understand the meaning? Turn and talk to the person behind you about the words or phrases you don’t know. If you still don’t understand the word, use the dictionary (online or book format).

1. What they didn’t know was whether the pink lizard was a genetic mutation or a whole new species.
2. They are large, relatively slow animals.
3. When we first saw them, some of us thought that they were just normal land iguanas that perhaps lacked pigment and therefore had this pinkish color.
4. But that’s all very hypothetic, and it’s just an idea at this point.
5. And the point is that these occur on the most remote side of the most remote volcano on the largest island in the Galapagos.
6. . I was probably the 10th or the 15th person who’d ever been to the summit of that volcano.
7. And scientifically, how do you confirm that it is a new species?
8. I think this is a normal land iguana that just has something wrong with it, and therefore there is an environmentally induced variation that has caused this coloration.
9. …which shows that these lizards are very, very distinct from Galapagos land iguanas and therefore are a distinct species.
10. Discovering a new species is one thing, and then naming it is a practice of taxonomy…

**COMPREHENSION AND DISCUSSION**

**Task(s):** First, visit the learning stations with a partner. Gather, discuss and record important and interesting information in a travel journal about the Galapagos Islands. Next, discuss the following questions about the interview you read in a small group:

1. What kind of text is this? How is it different from other kinds of texts you have read?
2. Who first found the pink iguana? Where exactly was the pink iguana found?
3. How many tourists visit the Galapagos Islands each year? Why hadn’t more people seen the pink iguana?
4. What is the difference between a new species and a genetic mutation?
5. What did Dr. Snell do with the iguanas as part of his research?
6. Are the pink iguanas just a different kind of land iguana or are they really a new species? How did the woman scientist from Italy (Dr. Gentile) find the answer to this question?
7. What does is mean to *gather evidence* and *form a hypothesis*? Can you predict what happens when scientists disagree?
8. What is taxonomy?

**LISTENING COMPREHENSION**

**Task(s):** Listen to the recorded interview at [www.npr.org](http://www.npr.org). What are some other words or phrases you could substitute for the underlined words and phrases below? What can you do when you know most, but not all the words or phrases? Share your ideas with a partner or small group.

“The Galapagos Islands have been famous for their wildlife ever since Charles Darwin hatched his theories on evolution by studying Galapagos finches. But even Darwin didn’t get everywhere on the Galapagos Islands. And more than 20 years ago, scientists hiking on an island known as Isabela spotted an iguana that was, well, pink. What they didn’t know was whether the pink lizard was a genetic mutation or a whole new species. Now that’s been cleared up by Italian researcher Gabriele Gentile.”

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Task(s):** Log on to [www.PBS.org](http://www.PBS.org) to access a cyber field trip to the Galapagos Islands. Take notes on what interests you most. You will create a short speaking presentation for members of your group. Help your classmates to understand your ideas by speaking clearly and answering questions.

**READING THE WORLD**

**Task(s):** Interview a partner. When you finish, record your answers on a Venn Diagram (hint: use as many description words as you can). How is your thinking alike? How is it different? Consider your partner’s point of view carefully, using non-verbal cues to help express yourself as you both listen and speak.

Option A:

1. When I think of a scientist, I think of ....
2. To me, Dr. Snell and Dr. Gentile sounded…

Option B:

1. When I think of science, I think of…
2. Some jobs people do that make me think of science are…

**INTERCULTURAL CONNECTIONS**

Being a global citizen means learning how to work well with others even when ideas or beliefs are different. To be a successful scientist, a person must possess the quality of persistence. This means that in order to learn and solve problems, you may need to: ask for help; change your ideas if they aren’t working; and consider how you can work with others to get things done. Persistent people don’t quit when things get difficult…they negotiate.

**Task(s):** Write and perform a brief role-play that involves people negotiating to get things done. Be sure to include a conflict and a resolution.

The teacher should model a conflict resolution scenario, and ask a few partners to share their scenario with the class.

**WRITING**

You learned that many tourists visit the Galapagos Islands every year. Do you think this is good for the Islands or not? Think about the pros and cons of **tourism** on the Galapagos Islands. Write a short opinion statement. Be sure to give reasons to support your opinion..

**INDEPENDENT STUDY**

A good internet source is [www.oneworldclassrooms.org](http://www.oneworldclassrooms.org), where you will find E-travel logs for the Galapagos Islands. Here you can learn much more about the culture and daily lives of people living on the Galapagos Islands including kids your age.

**COLLEGE AND CAREER READINESS**

What kinds of jobs and professions are there in the field of science? Consider asking your teacher for help in locating and exploring interesting careers in science. Find out how you can begin preparing now for a career in science.

**EMPATHY**

**Language Development Week 2, Day 1**

**Lesson:** Martin Luther King Speech

**Text:** I Have a Dream Speech by Martin Luther King

**Topic:** ELA/SS/Empathy

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.6.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**WIDA Standards:**

Standard 1- English language learners communicate for social and instructional purposes within the school setting.

Standard 2- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of English Language Arts.

Standard 5- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

**Content Objectives: SWBAT**

* Analyze and identify examples of figurative language in ML King’s “I Have a Dream” Speech.
* Demonstrate an understanding of the values of social injustice and civil rights in 1960 America.
* Recognize and explain how “empathy” is related to ML King’s I Have a Dream” Speech.

**Language Objectives:**

* Demonstrate an understanding of the concept of empathy by actively engaging in oral and written discourse using appropriate vocabulary at corresponding proficiency levels.
* Use appropriate words, phrases, and illustrations to actively participate in listening, speaking, reading and writing activities at appropriate proficiency levels.
* Orally demonstrate comprehension of the ML King speech through partner and whole group discussions and literacy activities and articulate the connection to the empathy theme.

**Habits of Mind Objective:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy as it relates to another person's experiences and emotions by responding appropriately to their attitudes and behaviors in all contexts.
* Articulate the background, culture, and leadership beliefs of Martin Luther King as he delivered his “I Have a Dream Speech” during the Civil rights Movement of the 1960s.

**Intercultural Objectives:**

**SWBAT**

* Identify the similarities and differences among cultures and to identify how these may contribute to empathetic persuasion in social situations
* Use language in developing an understanding of values, beliefs, and perspectives in other cultures in order to increase awareness of global citizenship and to develop cultural competence.
* Demonstrate cultural intelligence by dealing effectively with people in multicultural settings.
* Identify the empathetic nuances in Martin Luther King’s “I Have a Dream Speech” and articulate the positive effects on the human population.

**ACTIVATING BACKGROUND KNOWLEDGE**

1. Do now: in a journal, write down what you think is the meaning of oppression. Can you think of any groups of people from around the world (past or present) who have been unfairly oppressed? Turn and discuss what you wrote with a partner.
2. In small groups with assigned group roles, discuss what you know about the oppression of African Americans in the US. What do you know about the lives of Martin Luther King Jr., Rosa Parks, or Malcolm X?
3. What do you know about the March on Washington in 1963? Complete a Circle Map w/a partner. Be prepared to share it w/the class.
4. Watch the video clip-Bet You didn’t Know (<http://vimeo.com/67224181> )
5. With your partner, add other details to your circle map using a different colored marker.
6. Anticipation guide: Partner read and discuss each statement, then mark it as True or False.
7. Debrief the AG w/the students.

Anticipation Guide

|  |  |  |  |
| --- | --- | --- | --- |
| Statement | True | False | After Reading-Explain |
| 1. The 1963 “I Have a Dream” speech is a simple text that drew its power mostly from a passionate delivery. |  |  |  |
| 2. In his speech, Dr. King was addressing an audience of Black people. |  |  |  |
| 3. Dr. King warned his audience not to trust White people. |  |  |  |
| 4. Dr. King’s speech is a call for social change at any cost and by any means |  |  |  |
| 5. The “dream” of King’s 1963 speech came true when the Civil Rights Act of 1964 was passed by Congress. |  |  |  |

Background Info on MLK:

Dr. Martin Luther King Jr.’s most memorable speech from his life as an activist, “I Have a Dream,” was delivered August 28, 1963 before more than 200,000 people in front of the Lincoln Memorial in Washington, D.C., as part of the March on Washington for Jobs and Freedom. The speech not only helped to galvanize the already growing civil-rights movement across the country at the time, it also became one of the most influential and inspirational pieces of rhetoric in American history.

Remarkably, midway through his delivery, King suspended his pre-scripted text and began to improvise; what resulted was the speech’s most recognizable section, the passage in which the words “I have a dream” are passionately repeated. Indeed, King’s background as a Baptist preacher in the South instilled in him a keen awareness of the urgency of the moment and the ability to make sudden alterations to his plans. This skill helped King establish a rapport with his ever-changing audience so that he could consistently communicate on a meaningful level, a skill that was demonstrated at the March.

What is also apparent in “I Have Dream” is King’s deep commitment to scholarship (he earned a Ph.D. from Boston University). King was clearly well-versed in both American history and religious scripture, and he seamlessly weaves references to both into the fabric of his oration. Overall, “I Have a Dream” can be held up as a masterful creative work in itself; its dramatic structure coupled with its image-laden content render a remarkably moving piece of American literature that when read even outside of its original context still strongly resonates today.

**Vocabulary: (Teach/review words in bold during opening activity. Choose 3-5 other words to pre-teach before the reading, based on student proficiency level. Select a vocabulary strategy for pre-teaching these words)**

|  |  |  |
| --- | --- | --- |
| **Tier 1**  Seared  Citizenship  Pledge  Freedom  Veterans  Dream  Hope  nation | **Tier 2**  go down in history  withering injustice  segregation  discrimination  Negro  Conduct  Negro spiritual | **Tier3**  five score years ago  Emancipation Proclamation  manacles  languishing  promissory note  unalienable rights |

**READING THE WORLD/ LISTENING COMPREHENSION**

Watch the video of Martin Luther King delivering the “I Have Dream Speech in 1963 (17 minutes):

<http://www.youtube.com/watch?v=smEqnnklfYs&feature=kp>

Follow along in the student reader. Highlight any words or ideas that resonate with you.

Read-aloud w/a Partner: the “I Have Dream Speech” in the student reader

1. [**Review literary terms**](http://www-tc.pbs.org/newshour/extra/wp-content/uploads/dream_literary_terms.pdf) with the students. (May prepare as a study guide or display on chart paper)

**Literary Terms:**

1. **Figurative language** *(From Prentice Hall Literature: Bronze, 1991)*: writing or

speech that is not meant to be taken literally. The many types of figurative language

are known as figures of speech, which include (among others) metaphor,

personification, simile and symbol.”

• **Metaphor:** Something in a literary work described as though it were something

else. “*The slings and arrows of outrageous fortune*.”

• **Personification:** When a non-human subject is given human characteristics. *The*

*wind ate through the boy’s flesh*.

• **Simile:** A figure of speech that makes a direct comparison between two unlike

subjects using either like or as. *She sings as a lark sings but stings like a wasp*.

• **Symbol:** Anything in literature that stands for or represents something else. *The*

*sun symbolizing hope; night symbolizing fear; the tides symbolizing change*.

2. **Oratory** *(From Merriam Webster’s Encyclopedia of Literature, 1995)*: the rationale

and practice of persuasive public speaking.

**Some oratorical devices include:**

• **Refrain**: A regularly repeated line or group of lines in a poem or song

• **Dramatic pau**se: An intentional pause in delivery in order to build suspense or

magnify the importance of a point.

• **Hyperbole**: exaggeration used for emphasis or dramatic effect. *We will not breathe again until the injustice has stopped.*

**READ THE WORLD/LISTENING COMPREHENSION**

Have the students carefully listen to the entire speech while following along in the reader. Stop at appropriate times for students to ask questions and to discuss important details.

**COMPREHENSION AND DISCUSSION/WRITING**

After they have read the text, ask them to address the following activity questions using A Double Entry Journal:

|  |  |
| --- | --- |
| Figurative Language(Metaphor, Personification, Simile, Symbols) | Literal Meaning |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| Oratorical Devices (Refrain, Hyperbole) | Literal Meaning |
| 1 |  |
| 2 |  |
| 3 |  |

* + **What examples of figurative language can be found in the text?** (For example, “seared in the flames of withering injustice”; “manacles of segregation and the chains of discrimination”; “whirlwinds of revolt”; “oasis of freedom and justice”; “symphony of brotherhood.”
  + **How do these uses enhance the overall impact of the speech? What oratorical devices does King use to add vitality and force to his speech?** (For example, use of refrains such as “I have a dream,” “let freedom ring” and “we can never be satisfied”; multiple shifts in sentence lengths; dramatic shifts in tone, such as from enraged to cautionary to hopeful; use of questions as well as exclamations, such as “when will you be satisfied?” and “I have a dream today!”)

Discuss the responses as a class.

DISCUSSION QUESTIONS (USE AT YOUR OWN DISCRETION)

PRIMARY SOURCE QUESTIONS

1. Why do you think MLK decided to reference the Constitution and Declaration of Independence in this speech?

2. What do you think Dr. King means when he says that African Americans have been given a check marked “insufficient funds”?

What does this metaphor reveal about inequality in 1963?

3. Dr. King references a “sacred obligation” in this paragraph. What do you think this obligation is, in his view? How do you think that obligation could be achieved?

4. Why do you think Dr. King’s “I Have a Dream” speech is remembered as one of the most significant speeches in U.S. history?

**Student Recording Form**

**Read:** *I Have a Dream* ***Speech***

|  |
| --- |
|  |
|  |
|  |
|  |

**Paraphrase paragraph 2**

**Paraphrase paragraph 3**

|  |
| --- |
|  |
|  |
|  |
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|  |
|  |
|  |

**Reread the text and use the text dependent questions below to self-assess your close reading and understanding of the text:**

* Why does the author say the Emancipation Proclamation “came as a great beacon light of hope?” in the first paragraph?
* What was King referring to when he said, “the long night of their captivity” in paragraph one?
* Why does the author choose the words “manacles of segregation and chains of discrimination” in paragraph 2? What imagery is he evoking?
* Martin Luther King, Jr. describes life one hundred years after the signing of the Emancipation Proclamation in paragraph 2. What specific examples does he state?
* In the third and fourth paragraphs, King uses banking metaphors to describe the impact of the Constitution and Declaration of Independence on all citizens of America. What is the meaning of this figurative language?
* King repeats the phrase “Now is the time to…” in the fifth paragraph. What is he asking the audience to consider and act upon? What is he asking people to do?
* What specific words did the author choose to create a sense of urgency for action in paragraphs five and six?
* What examples were provided of the rude awakening that could be expected?

**LISTENING COMPREHENSION/PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

In triads, have the students compare the structure and content of “I Have a Dream,” **and Barack Obama’s DNC Keynote Address.** A primary goal here is to help the students see the common structural and figurative threads that tie together many famous oratorical works. After the students have carefully studied the two speeches, you may wish to begin with the following questions, being sure they defend their responses with supporting examples:

Guiding Question: How are the speeches alike and/or different in their choices of language? In other words, do the speeches seem as if they were composed for the general public or rather for specific groups?

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | | MLK’s | Obama’s |
| * Most direct-that is, which speech uses the least amount of figurative language and/or obscure references? | |  |  |
| * Which of the three is the most metaphorical in its content? In other words, which makes the most use of figurative language? | |  |  |
| * Based strictly on the texts themselves, which speech do you see as the most:   + Eloquent? | |  |  |
| * + Passionate? | |  |  |
| * + Intellectual? | |  |  |
| * + Persuasive? | |  |  |
| * + Honest? | |  |  |
| * For each speech, explain how relevant its ideas would be in society if the speech were delivered today. Do the mentioned struggles still exist? Has the country evolved since the speeches were given? Has society responded to the specific appeals for change? | | | |
| MLK’s-how have things changed? 1963 to 2014 | Obama’s-how have things changed? 2004-2014 | | |

**INTERCULTURAL CONNECTIONS/ COLLEGE AND CAREER READINESS/WRITING**

In the spirit of “I Have a Dream,” have the students compose and deliver speeches that address a wrong or injustice they see in society through the lens of empathy. Suggested guidelines are:

* 3-5 minutes in length
* Clearly defined opening, body and conclusion
* Clearly defined thesis (main point)
* Use of supporting examples to support thesis
* Use of figurative language
* Use of oratorical devices such as refrain and hyperbole
* Clearly expressed goals (legal reform; public awareness; etc.)

|  |
| --- |
| Clearly Defined Opening Thesis-1 sentence  *I believe……*  *This is the time to think about……*  *In talking to you today, I would like to….* |
| Supporting Examples to Support Thesis 2-3 sentences  *This is because……..*  *In my community or school, I see…..*  *I know people who…..* |
| Conclusion-1 sentence  *To end my speech, I…..*  *In conclusion……*  *In wrapping up today, I…….* |

1. Ask students to draw an image and write a few sentences describing what their dreams are for their future. Then, have them engage in a think pair share about their dream for their future. Ask them to

**Language Development Class, Week 2, Day 2**

**Lesson:**  DNC Keynote address, 2004 (excerpt)

**Text:** Barack Obama’s Keynote Address, 2004 (excerpt)

**Topic:** ELA; Empathy

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6.2  
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.SL.6.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RL.6-12  
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**WIDA Standards:**

Standard 1- English language learners communicate for social and instructional purposes within the school setting.

Standard 2- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of English Language Arts.

Standard 5- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

**Content Objectives:**

**SWBAT**

* Articulate and distinguish the difference between a *primary* source and a *secondary* source.
* Describe and discuss President Barack Obama’s political beliefs and leadership style.
* Demonstrate an understanding of the values of diversity and tolerance.
* Recognize and explain how “empathy” is related to Barack Obama’s Keynote Address.

**Language Objectives:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy by actively engaging in oral and written discourse using appropriate vocabulary at corresponding proficiency levels.
* Use appropriate words, phrases, and illustrations to actively participate in listening, speaking, reading and writing activities at appropriate proficiency levels.
* Orally demonstrate comprehension of the speech through partner and whole group discussions and literacy activities.

**Habits of Mind Objective:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy as it relates to another person's experiences and emotions by responding appropriately to their attitudes and behaviors in all contexts.
* Articulate the background, culture, and leadership beliefs of Barack Obama as he addressed the Democratic National Convention in 2004 and relate it to the empathy theme.

**Intercultural Objectives:**

**SWBAT**

* Identify the similarities and differences among cultures.
* Use language in developing an understanding of values, beliefs, and perspectives in other cultures in order to increase awareness of global citizenship and to develop cultural competence.
* Demonstrate cultural intelligence by dealing effectively with people in multicultural settings.
* Identify the empathetic nuances in Obama’s Keynote address and articulate the positive effects on the human population.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Warm up: Choose from one of these activities:**

1. Walk around the class and talk to other students about President Barack Obama. a) Share what you know about his background. b) Share your opinions of him. Record your responses on a Give One/Get One Chart. Debrief whole group.
2. President Barack Obama said, “*We live in a culture that discourages empathy. A culture that too often tells us our principle life goal is to be rich, thin, young, famous, safe, and entertained.”* Paraphrase this quotation. Then, with a partner, respond to this quote with examples of artists, musicians, or actors who hold such values. What do you think? Use an index card to record your responses. Debrief: Pair Square
3. Obama’s speeches are often described as inspirational. Can you name an athlete, a teacher, a parent, or a friend who inspires you? Why? Record your response on an index card. Debrief: Pair Square

**Vocabulary: (Choose 3-5 words to pre-teach based on student proficiency level.** **Use appropriate strategies to pre-teach the vocabulary. Be sure that students understand the concept of empathy before beginning the speech)**

|  |  |  |
| --- | --- | --- |
| **Tier 1**  hope; get a scholarship, pursue a dream; | **Tier 2**  unlikely, faith, barrier | **Tier3**  perseverance, diversity, tolerance, heritage |

**Directions:** With a partner, use context clues from the speech to match the words with the correct definitions. Then, use these words to interview your classmate.

1. unlikely a. not giving up when things are difficult
2. perseverance b. something that blocks the way
3. hope c. to get money to help pay for education
4. get a scholarship d. to follow a dream
5. pursue a dream e. a firm belief
6. faith f. cultural background
7. diversity g. freedom from prejudice
8. tolerance h. not likely to happen
9. heritage i. difference; variety

10. barrier j. a wish or desire

**USE THE WORDS: INTERVIEW A PARTNER**

**Interview Questions:**

1. What is something that is **unlikely** to happen to you?
2. Name a hobby that you enjoy that requires **perseverance**?
3. What are your **hopes** for your future?
4. Have you ever dreamed about getting a college **scholarship**?
5. What dream do you want to **pursue**?
6. What is something you have deep **faith** in?
7. What do you like most about the **diversity** in your school?
8. Why is **tolerance** important in a diverse school?
9. How do you feel about your cultural **heritage**?
10. What is a **barrier** to your success at school? How will you overcome it?

**READING THE WORLD/** **LISTENING COMPREHENSION**

**Watch the video** of Barack Obama delivering the DNC Keynote Address in 2004:

<http://www.youtube.com/watch?v=eWynt87PaJ0>

**Read-aloud w/a Partner:** the DNC Keynote Address in 2004

As you read, highlight 3 ideas that you and your partner feel are most important from the speech. Write one important point on each index card using the sentence frame:

One important idea is…

On the back of the card, write why it is important to you using the sentence frame:

The idea is important because…

**COMPREHENSION AND DISCUSSION/WRITING**

Form Groups of 4. Use the Last Word Strategy to share the main points of the Obama’s speech.

**Last Word Procedure in groups of 4**

1. Students are given 3x5 note cards. It is explained that after reading an assigned passage, they are to find one to three main points from the speech that they really like.
2. Students write one idea on one side of each card. On the other side, they tell why they think it is important.
3. Students then share their main points, one at a time.
4. Fellow classmates are encouraged to comment on each quotation.
5. Finally, the writers share their own comments from the other side of the cards.

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Directions:** The only way to make the “th” soundcorrectlyis to stick your tongue out, underneath your front teeth. Practice this with the word “*think*.”

1. Try this tongue twister: *These things that these things think, they're the things that these things think.*
2. Now, read aloud this passage from the US Constitution: *We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty and the pursuit of Happiness.*

**INTERCULTURAL CONNECTIONS**

Active listening is an important intercultural communication skill. Listening is a form of respect to others. When we listen, we put ourselves aside, and we try to empathize with the other person. We must learn this skill to succeed in school, at work, and in our relationships with others.

**Directions:** Take turns interviewing your partner. Use the following active listening skills during the interview:

* Make appropriate eye contact.
* Nod your head.
* Use facial expressions and gestures to show that you are listening.
* Position your body towards the speaker (head, arms and legs).
* Be encouraging: “Tell me more” or “I’d like to hear more about ...”
* Summarize the speaker’s main points: “So you mean…” or “What you’re saying is…”

**Interview Questions:**

1. Describe the most caring act anyone has ever done for you?
2. What effect did that act have on you?
3. Imagine that you have just inherited $20,000 dollars, and you want to spend it all on helping other people. What would you do with it and why?

**COLLEGE AND CAREER READINESS**

Teachers should emphasize that interviewing is an important skill for college and career readiness. This lesson provides students with the opportunity to practice this skill in the context of a classroom activity with peers while integrating the concept of empathy. In role plays, ask students to practice interviewing with each other for a job.

**Language Development Class, Week 2, Day 3**

**Lesson:** *One Today*-Oral Discourse/Poetry

**Text:** Poem- *One Today* by Richard Blanco, 2013 Inaugural Poet

**Topic:** ELA/SS/Poetic Discourse/Empathy

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

CCSS.ELA-LITERACY.RL.6-12  
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CCSS.ELA-LITERACY.SL.6-12  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**WIDA Standards:**

Standard 1- English language learners communicate for social and instructional purposes within the school setting.

Standard 2- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of English Language Arts.

Standard 5- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

**Content Objectives:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy as it applies to themselves and others as reflected in Blanco’s inaugural speech.
* Articulate the meanings of inauguration, Oath of Office, poem, poet, and poetry.
* Examine and explain how Richard Blanco’s background and poem represents American diversity.
* Demonstrate an understanding of the importance of Cultural Intelligence (CI).

**Language Objectives:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy by actively engaging in oral and written discourse using appropriate vocabulary at corresponding proficiency levels. S/W
* Use appropriate words, phrases, and illustrations to actively participate in listening, speaking, reading and writing activities at appropriate proficiency levels. S/L/R/W
* Orally demonstrate comprehension of the poem through partner and whole group discussions and literacy activities. S/L/R/W

**Habits of Mind Objective:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy as it relates to another person's experiences and emotions by responding appropriately to their attitudes and behaviors in all contexts.

**Intercultural Objectives:**

**SWBAT**

* Identify the similarities and differences among cultures.
* Use language in developing an understanding of values, beliefs, and perspectives in other cultures in order to increase awareness of global citizenship and to develop cultural competence.
* Demonstrate cultural intelligence by dealing effectively with people in multicultural settings.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Warm up Questions:**

1. With a partner, discuss the meaning of the words, ***inauguration, Oath of Office, poet, poem, and poetry***. Discuss some of the events that usually take place during the inauguration of a president.

2. Richard Blanco is the first Cuban-American, gay man selected as the Inaugural Poet. President Obama said Blanco’s writing celebrates ***“the strength of the American people and our nation’s great diversity.”*** Share your thoughts on this statement with your partner.

**VOCABULARY: (Choose 3-5 words to pre-teach based on student proficiency level. Use appropriate strategies to pre-teach the vocabulary. Be sure that students understand the concept of empathy before beginning the poem)**

|  |  |  |
| --- | --- | --- |
| **Tier 1**  poem, poet, poetry, sorrow, marked absent, breath/e, to praise, to forgive | **Tier 2**  kindled, gestures, mingled, constellation | **Tier3**  inauguration, crescendo, symphony, prejudice, resilience |

**Directions:** With a partner, use context clues from the poem to match the words with the correct definitions.

1. One sun rose over us today, kindled over our shores…
2. A story told by our silent gestures moving behind windows…
3. Millions of faces in morning’s mirrors, crescendoing into our day…
4. The impossible vocabulary of sorrow that won’t explain the empty desks of 20 children marked absent today, and forever.
5. The dust of farms and deserts, cities and plains mingled by one wind – our breath.
6. The symphony of footsteps, guitars, and screeching subways, the unexpected song bird on your clothes line…
7. Saying hello, shalom, buon giorno, howdy, Namaste, or buenos días, in the language my mother taught me—in every language spoken into one wind carrying our lives, without prejudice.
8. Thanks to the work of our hands…the last floor on the Freedom Tower jutting into a sky that yields to our resilience.
9. Sometimes praising a mother who knew how to give, or forgiving a father

who couldn’t give what you wanted.

1. facing the stars, hope—a new constellation, waiting for us to map it, waiting for us to name it—together.

|  |
| --- |
| a) lit (the past tense of *light*)  b) hand movements to express thoughts or emotions  c)a group of stars  d) to stop feeling resentment against  e) showing approval  f) unfriendly feelings towards an individual, a group, or a race  g) to become louder (as in music)  h) sadness  i) a harmonious arrangement of sounds  j) strength  k) mixed  l) not here; not present  m)respiration |

**In pairs, write true sentences about your experiences in school using the following words.**

1. to praise (verb)
2. resilience (noun)
3. prejudice (noun)
4. sorrow (noun)
5. marked absent (verb/adjective)

**READING THE WORLD/LISTENING COMPREHENSION**

**Watch the video** of Mr. Blanco reading “One Today.” <http://www.youtube.com/watch?v=AkSRy8SGTEE>. Have students follow along on their copies of the reader.

**READ ALOUD:** read the poem aloud while underlining what you think are its most important words and images. Explain why you think these particular words and images are important to the poem’s meaning.

**Teacher note:** this can be done as a *Think Aloud or Partner Read* depending on the proficiency levels of the students.

**COMPREHENSION AND DISCUSSION**

**Directions:** Discuss the following questions in triads. Designate the following roles: timekeeper, note-taker and reporter. **Use a Double Entry Journal to capture your discussion points-one per group.**

1. In the first and seventh stanzas, the speaker refers to geographical places. Locate these places on a map. What do these places suggest? What do they mean to Americans?
2. This poem was first read on Martin Luther King’s Birthday celebration in Washington. Explain the allusion entailed in “the ‘I have a dream’ we keep dreaming”?
3. What do the multilingual versions of “Hello” suggest about the America that Mr. Blanco is describing?
4. Mr. Blanco writes in the poem’s concluding stanza, “hope – a new constellation / waiting for us to map it, / waiting for us to name it – together.” Relate these lines to the ideas presented in Obama’s DNC speech.

|  |  |
| --- | --- |
| Question | Response |
| 1. In the first and seventh stanzas, the speaker refers to geographical places. Locate these places on a map. **What do these places suggest? What do they mean to Americans?** | Americans believe these places\_\_\_\_\_\_ |
| 2. This poem was first read on Martin Luther King’s Birthday celebration in Washington. **Explain the allusion entailed in “the ‘I have a dream’ we keep dreaming”?** | In line 19, Blanco alludes to MLKs dream by\_\_\_ |
| 3. What do the multilingual versions of “Hello” suggest about the America that Mr. Blanco is describing? | The multilingual versions of hello describe\_\_\_\_ |
| 4. Mr. Blanco writes in the poem’s concluding stanza, “hope – a new constellation / waiting for us to map it, / waiting for us to name it – together.” **Relate these lines to the ideas presented in Obama’s DNC speech.** | Blanco connects to these ideas presented in the Obama keynote:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5. Select 1 idea from the poem that connects to the empathy theme. Write it down and explain why you selected it. | My selection:  I chose this idea because\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**WRITING/ INTERCULTURAL CONNECTIONS**

**QUICK WRITE (3-5** minutes on a large sticky note): *What comes to mind when you hear the word success? How do you measure success? Is success important to you?*

**DISCUSS** the following questions in a Roundtable Discussion: One person reads the question and monitors the discussion, a recorder writes responses on chart paper with a marker to share w/the group

1. Success is:

2. Blanco describes success as:

3. Describe Einstein’s idea of success:

1. How do you define being successful in life? Does success keep you happy?
2. Throughout the poem, Richard Blanco refers to labor and work. Identify these lines and phrases. What kind of work and “success” does the speaker in the poem honor and respect? What are these lines saying about America and Americans?
3. Albert Einstein said, “Try not to become a man [or woman] of success. Try to become a man [or woman] of value.” Comment.

**Teacher note**: In an oral discussion, compare and contrast the various ideas about success.

**INTERCULTURAL CONNECTION: CHAIN OF DIVERSITY ACTIVITY**

**Directions:**

1) Each student gets five strips of construction paper.

2) On the front of each strip, each student writes how s/he is similar to other people in the class and one way s/he is different from other people in the class.

3) Students share what they have written in a large circle.

4) Students loop the strips together to form a diversity chain and hang it around the classroom.

5) Students are reminded that they are bound by both their similarities and differences.

**WRITING: EXIT TICKET**

**Directions:** Write a letter to the President Barack Obama, welcoming him to office and telling him what issues are most important to you. Connect to the Empathy theme. Use a paragraph frame for lower proficiency levels.

**ASSESSMENT:** The Double Entry Journal, Success Chart and Diversity Chain can be photographed and added to the student portfolios

**EXTENSION ACTIVITY-LISTENING COMPREHENSION (This is an can be done as part of the literacy block)**

**Directions:**

a. Prior to listening to child prodigy Adora Svitak’s lecture, “What adults can learn from kids,” review the meanings of the following terms: **childish; irrational; utopia; age discrimination; high expectations; low expectations; limitations; reciprocal.**

b. Go to ted.com, listen to http://www.ted.com/talks/adora\_svitak.html, and take notes on the main ideas. Write your ideas on sticky notes. Then, in a Fishbowl, discuss which ideas are most important in the lecture. Share your thoughts on how this speech connects with “One Today.”

**Fishbowl Discussion**:

Using the answers they have written, and teacher-created sentence starters, students should complete a fishbowl discussion of the main ideas. Depending on time, class size, and student familiarity with the fishbowl protocol, the class can complete two shifts of discussion between 8-10 students, or the teachers can divide the class and conduct two separate fishbowls in two shifts of 4-5 students each. The teacher will collect the listening students' notes as an exit ticket.

**Speaking Students:**

1. Every student must participate.

2. Students should begin their comments with sentences starters, or equally appropriate and respectful phrases.

**Listening Students:**

1. Students should write down one comment from a speaking student that they agree with.

2. Students should write down one comment they have a question about, or respectfully disagree with.

**Fishbowl Sentence Starters:**

**Speakers**

The idea about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was important to me because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I liked when Adora said that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Listeners**

I agree with you and…

I respectfully disagree with you because…

I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had a great point! And I want to add…

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Directions:**

a**)** In English the [h] consonant sound can be silent as in “hour” or “honor.” Otherwise, this sound is simply made by passing air through the mouth. The lips take the position of the following vowel as in “how” or “who.” In pairs, read the following stanza aloud, and practice pronouncing the [h] consonant sound.

One ground. Our ground, rooting us to every stalk

of corn, every **h**ead of wheat sown by sweat

and **h**ands, **h**ands gleaning coal or planting windmills

in deserts and **h**illtops that keep us warm, **h**ands

digging trenches, routing pipes and cables, **h**ands

as worn as my father’s cutting sugarcane

so my brother and I could have books and shoes.

b) In English, the “cc” spelling before “i, e, or y” is often pronounced [ks] . In pairs, practice pronouncing the following words: su**cc**ess (noun); su**cc**eed (verb); su**cc**essful (adjective); a**cc**ess to (noun); a**cc**essible (adjective); a**cc**elerate (verb); a**cc**ident (noun)

**COLLEGE AND CAREER READINESS**

Teachers should point out to students that having confidence and showing respect while introducing yourself and meeting other people is a key skill for college and careers. Forming a positive first impression is very important. When introducing the fishbowl, teachers should also indicate that this activity will be used through the Academy because it is excellent practice for the kind of discussion that takes place both in college classes and in professional meetings.

Using inside/outside circles, practice introducing yourselves.

**Language Development Class, Week 2, Day 4**

**Lesson:**  If the World Were a Village of 100 People

**Text:** "If the World Were a Village of 100 People” by Victor Richards

**Topic:** ELA/Math/SS, Poetry

**Level:** Beginner/Intermediate/Advanced

**Common Core State Standards:**

[CCSS.ELA-Literacy.RL.7.4](http://www.corestandards.org/ELA-Literacy/RL/7/4/)  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

[CCSS.ELA-Literacy.RL.7.5](http://www.corestandards.org/ELA-Literacy/RL/7/5/)  
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

[CCSS.ELA-Literacy.RL.7.6](http://www.corestandards.org/ELA-Literacy/RL/7/6/)  
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RL.7.7](http://www.corestandards.org/ELA-Literacy/RL/7/7/)  
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Range of Reading and Level of Text Complexity:

[CCSS.ELA-Literacy.RL.7.10](http://www.corestandards.org/ELA-Literacy/RL/7/10/)  
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

**WIDA Standards:**

Standard 1- English language learners communicate for social and instructional purposes within the school setting.

Standard 2- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of English Language Arts.

Standard 3- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Standard 5- English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

**Content Objectives:**

**SWBAT**

* Recognize the concept that the world is a large place and many people in the world live lives much different from our own.
* Demonstrate an understanding of how statistics can be used to help us understand the world and its people and to reflect on their values, their neighborly and global relationships and ways of life.
* Create illustrations or graphs of statistics found in the poem, “If the World Were a Village of 100 People”.
* Examine their own perceptions of the world's people, and compare those perceptions to real demographic data.

**Language Objectives:**

**SWBAT**

* Describe how culture and experience influence people's perceptions of places and regions
* Identify the characteristics, distribution, and migration of human populations on Earth's surface

**Habits of Mind Objective:**

**SWBAT**

* Demonstrate an understanding of the concept of empathy as it relates to another person's experiences and emotions by responding appropriately to their attitudes and behaviors in all contexts.
* Articulate the concept that the world is a diverse place and many people in the world live lives much different from our own and that these differences should be celebrated.

**Intercultural Objectives:**

**SWBAT**

* Identify the similarities and differences among cultures and to identify how these may contribute to empathetic persuasion in social situations
* Use language in developing an understanding of values, beliefs, and perspectives in other cultures in order to increase awareness of global citizenship and to develop cultural competence.
* Demonstrate cultural intelligence by dealing effectively with people in multicultural settings.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Opening Questions:** With a partner, make predictions and write them down on your paper.

If the world were 100 people there would be:

\_\_\_\_ Asians \_\_\_\_ Europeans \_\_\_\_ North and South Americans \_\_\_\_ Africans  
\_\_\_\_ females \_\_\_\_ males \_\_\_\_ nonwhite \_\_\_\_ white  
\_\_\_\_ percent of the entire world’s wealth would belong to only \_\_\_\_ people and all \_\_\_\_ would be citizens of the United States.  
\_\_\_\_ would live in substandard housing \_\_\_\_ would be unable to read \_\_\_\_ would suffer from malnutrition.  
\_\_\_\_ would be near death \_\_\_\_ would be near birth  
\_\_\_\_ would have a college education \_\_\_\_ would have a computer

**Vocabulary: (Teach/review words in bold during opening activity. Choose 3-5 other words to pre-teach before the reading, based on student proficiency level.)**

|  |  |  |
| --- | --- | --- |
| **Tier 1**  world, million, billion, graph,  map, adults, religion | **Tier 2**  percent, fraction, population,  bulletin board, society, aged, spirits, undernourished | **Tier3**  multicultural, statistics, census, If the World Were a Village, harassment |

**READ THE WORLD/LISTENING COMPREHENSION/WRITING**

View the video and write down one thing that you observe using one of the sentence frames:

I observed……

I noticed……

It seemed to me that……

[**http://www.teachertube.com/viewVideo.php?video\_id=59533**](http://www.teachertube.com/viewVideo.php?video_id=59533)

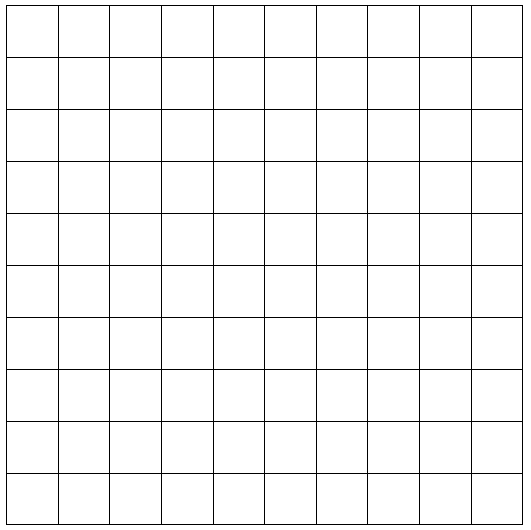
Read the poem aloud from the student reader and fill in the correct numbers.

If the world were 100 people there would be:

\_\_\_\_ Asians \_\_\_\_ Europeans \_\_\_\_ North and South Americans \_\_\_\_ Africans  
\_\_\_\_ females \_\_\_\_ males \_\_\_\_ nonwhite \_\_\_\_ white  
\_\_\_\_ percent of the entire world’s wealth would belong to only \_\_\_\_ people and all \_\_\_\_ would be citizens of the United States.  
\_\_\_\_ would live in substandard housing \_\_\_\_ would be unable to read \_\_\_\_ would suffer from malnutrition.  
\_\_\_\_ would be near death \_\_\_\_ would be near birth  
\_\_\_\_ would have a college education \_\_\_\_ would have a computer

Teacher note: Debrief the activity by comparing and contrasting predictions and accurate data.

**INTERDISCIPLINARY CONNECTION: MATHEMATICS-**Complete the number grid with data from the poem.

**Nationalities**

Who are the people of the global village? Where to they come from? Of the 100 people in the global village:

**61** are from Asia (yellow)

**13** are from Africa (blue)

**12** are from Europe (green)

**8** are from South America, Central America and the Caribbean (red)

**5** are from Canada and the United States (orange)

**1** is from Oceania (New Zealand, Australia)-pink

1. Use the hundredths chart to fill in the percentages of each world nationality. (Use legend)
2. Express each world language as a percent, a decimal, and a fraction (in lowest terms). You may use a calculator.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Percent** | **Decimal** | **Fraction** |
| Asia |  |  |  |
| Africa |  |  |  |
| Europe |  |  |  |
| South America and Central America |  |  |  |
| Canada and USA |  |  |  |
| Oceania |  |  |  |

1. If the amount of people who are from Canada and America were to increase by 300%, how many people in the village would be from that region?

**LISTENING COMPREHENSION/DISCUSSION:** Stand Deliver-Poll the group by asking these questions. Have student stand if it applies to them. Have someone record the information on chart paper.

1. A male?
2. A female?
3. Born in the U.S.?
4. Born in another country?
5. An only child?
6. The youngest child?
7. The oldest child?
8. African-American?
9. Hispanic?
10. Arab American?
11. Native-American?
12. Asian-American/Pacific Islander?
13. Middle Eastern?
14. Associated with an ethnic group that was not mentioned previously?
15. Able to speak a language other than English?
16. Having seriously questioned your religious beliefs?
17. Having been teased about your accent or your voice, or told that you could not sing?
18. Been raised in a single-parent household?

WRITING: Create your own poem using this paragraph frame:

In the world today, 6 billion 300 million people live,

If this world were shrunk to the size of this\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What would it look like?

If \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_students lived in this classroom……

\_\_\_\_\_\_\_\_\_\_\_ would be…..

*Continue using your own data.*

**With more advanced groups, you can use the following data collection descriptors:**

Since the “World Village” described in the book has exactly 100 people in it, we can use percent proportions to find some interesting data for our class.

1. What is the total number of people in our classroom? Explain how you could find the number of us that makes up 10% of this class.

2. If we were in proportion to the World Village, how many of us would come from North America?

3. If we were in proportion to the World Village, how many of us would speak English?

4. If we were in proportion to the World Village, how many of us would be between 10 and 19 years old?

5. If we were in proportion to the World Village, how many of us would be Muslim? Christian?

6. If we were in proportion to the World Village, how many of us would always be hungry?

9. If we were in proportion to the World Village, how many of us would not be able to read?

10. If we were in proportion to the World Village, how many of us would make less than $1.00 per day?

11. If we were in proportion to the World Village, how many of us would not have a computer or the internet?

**READING THE WORLD/ PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Partner Read:** Read the poem you created and illustrate it.

**COLLEGE AND CAREER READINESS**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, math and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. This lesson integrates the reading of poetry with the practice of mathematics so that students can make interdisciplinary meaning in both content areas.

Ask students to discuss with a partner why it is important to read texts from different subject areas (e.g. history, math, science, etc).

**Thinking and Communicating with Clarity and Precision**

**Language Development Class, Day 1**

**Lesson:** Introduction to Clarity and Precision

**Texts:** Quotes on clarity and precision and poem by Lao Tzu

**Topic:** ELA, Quotes and Poetry

**Level:** Beginner/Intermediate/Advanced

**Content Objectives:**

* Understand what clarity and precision are in communication
* Connect how clarity and precision are linked to one's identity
* Understand the universal importance of communicating with clarity and precision

**Language Objectives:**

* Learn vocabulary in context and develop original sentences with the words
* Practice listening skills in pairs and effectively deliver orally the given information
* Understand and discuss the theme at hand in various contexts and genres

**Habits of Mind Objective:** The lesson reinforces person to person communication through the negotiation of meaning in small groups and the clear delivery of that meaning to a larger group.

[Read Introduction to this Habit of Mind segment]:

Communicating with Clarity and Precision is the Habit of Mind we will study this week. It is important to think about what you say and how you say it when you both speak and write. Taking time to organize your thoughts is necessary so others will understand you. Using precise language and organized ideas avoids confusion and helps the interchange of ideas.

Do you talk to make noise or to tell somebody something? People are very different, and what you think they already understand may not be so. It is important to “tell them what you want to tell them, and tell them” and then sometimes “tell them what you told them” to make the point extra clear. We want to orient people to what we are going to talk about. When we write a paper we have an introduction. When we talk to someone we should address the issue right away. We should talk and write with precision, avoiding generalizations and tangents. We should support what we communicate with explanations and evidence to help support our ideas.

The main idea of communicating is so that others can understand you. When you are precise and clear you show you are organized, and others appreciate this and see that you have confidence in what you say. If you have the habit of mind of being clear you will consistently seem confident and this will help you in school and at work.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now:** Pair up with someone and talk about someone you know who speaks very clearly and is easy to understand (a parent, teacher, friend, neighbor). You should listen and write down what your partner says. In a few minutes you will present to the class what you partner said.

Consider the following questions.

1. Describe this person.
2. What is your relationship to this person?
3. What makes her/ him clear?
4. How do people react to what she/ he says?
5. How does this person communicate clearly? (words, hands, eyes, etc)
6. Would you like to be as clear and precise as this person?

[Teachers should model this and give an example of someone they think speaks clearly and answer the questions orally]

[Have some/all of the students present their partner's material to the rest of the class. Teacher/ monitor should listen for key words related to clarity and precision and write them on the board. A brief discussion with the students as to why these word are important can follow to draw possible connections between one's character and communication skills.]

**READING THE WORLD**

**READING 1**

**Read quotes on clarity and precision** (compiled from <http://www.goodreads.com/quotes/>)

[There are six quotes. Put the class into six groups and give each group one quote. Have each group read their quote. Vocabulary will be covered after the reading aloud of the quotes].

“A lack of clarity could put the brakes on any journey to success.”   
― [Steve Maraboli](http://www.goodreads.com/author/show/4491185.Steve_Maraboli), [*Life, the Truth, and Being Free*](http://www.goodreads.com/work/quotes/14708444)

“When the meaning is unclear there is no meaning.”   
― [Marty Rubin](http://www.goodreads.com/author/show/1936218.Marty_Rubin)

“Seeking clarity is not turning from your path; it is unblocking the view that other people have created intentionally or unintentionally, in order for you to continue on your journey joyfully.”   
― [Shannon L. Alder](http://www.goodreads.com/author/show/1391130.Shannon_L_Alder)

“Those who know that they are profound strive for clarity. Those who would like to seem profound to the crowd strive for obscurity. For the crowd believes that if it cannot see to the bottom of something it must be profound. It is so timid and dislikes going into the water.”   
― [Friedrich Nietzsche](http://www.goodreads.com/author/show/1938.Friedrich_Nietzsche)

“Don't go in for the "yellowish" if what you need is "yellow". The attitude called precision is the quality that remarks the accuracy of your demand. Never settle for the less; Go for the exact thing!”   
― [Israelmore Ayivor](http://www.goodreads.com/author/show/7023141.Israelmore_Ayivor)

“In life, you can learn a lot by simply watching the water.”   
― [Lionel Suggs](http://www.goodreads.com/author/show/4824163.Lionel_Suggs)

**VOCABULARY 1**: unblocking, intentionally, joyfully, profound, obscurity, timid, accuracy

[Teacher should write these words on the board. Ask the students what they mean. Solicit volunteers to answer. Have them write the words in their Vocabulary Logs if they don't know them (if they don't have a Vocabulary Log, maybe start one now). Reread the quotes if necessary.]

[Assign one word to each group and have that group write a sentence with the word on the board. Go over the grammar and language with the class.]

**LISTENING COMPREHENSION**

Listen to your teacher read the quotes one more time. See if you can find any strong relationships between them, either in certain words used or ideas that are expressed.

[Read aloud then ask for correlations between the quotes].

**READING THE WORLD 2**

**READING 2** Poem by Lao Tzu

[Read poem with class. Have each student read one line. Teacher rereads poem one more time aloud to the class.]

*It is part of the cosmic law that what you say and do determines*

*what happens in your life.*

*The ordinary person thinks that this law is external to himself*

*and he feels confined and controlled by it.*

*So his desires trouble his mind, his mind troubles his spirit,*

*and he lives in constant turmoil with himself and the world.*

*His whole life is spent in struggling.*

*The superior person recognizes that he and the subtle law are one.*

*Therefore he cultivates himself to accord with it, bringing*

*moderation to his actions and clarity to his mind.*

*Doing this, he finds himself at one with all that is divine and enlightened.*

*This is the profound, simple truth:*

*You are the master of your life and death.*

*What you do is what you are.*

**VOCABULARY 2:** cosmic, external, confined, turmoil, struggling, superior, subtle, accord, moderation, enlightened, profound, master.

[Write these words on the board. Go over their meaning with the students. Ask them to help define them. Have them put the new words in their Vocabulary Logs.]

**Vocabulary activity**. Directions: Fill in the blanks with the best word from the list.

cosmic, external, confined, turmoil, struggling, superior, subtle, accord, moderation, enlightened, profound, master

1. It was difficult for me. I was \_\_\_\_\_\_\_\_\_\_\_ to express myself in a clear way.
2. After listening to that positive speech I felt very \_\_\_\_\_\_\_\_\_\_\_.
3. My grandmother is very wise and says some very \_\_\_\_\_\_\_\_\_\_\_ things.
4. Many philosophers say we should do all things in \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Besides words there are many \_\_\_\_\_\_\_\_\_\_\_\_\_ ways in which we communicate.
6. It wasn't his fault. There were many \_\_\_\_\_\_\_\_\_ factors that caused the problem.

**COMPREHENSION AND DISCUSSION**

[Have the students work in small groups (of three) on these questions]

Ask your partners the following questions and please take turns answering each and every question:

1. What does the poem mean?
2. What part of the poem to you like best?
3. Is there a part of the poem you don't understand?
4. What do you think the poet means by “What you do is what you are”?
5. How is clarity and precision expressed in the poem?
6. What is the main message of the poem? Is it clear?
7. How can you relate this poem to your life?

**INTERCULTURAL CONNECTIONS**

Lao Tzu is a famous Chinese poet from the 6th century BC. He is considered one of the founders of Taoism. You may be familiar with the yin and yang symbol associated with it. Research Taoism and what the yin and yang symbol stands for.

**WRITING**

Please write a short paragraph about your group conversation. Consider the following questions:

1. What did your group say about the meaning of the poem?
2. How is the poem related to Clarity and Precision? (maybe WHAT it says or HOW it is said)
3. What connections were made between the poem and the people in your group?
4. What questions do you still have about the poem?

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**FISHBOWL DISCUSSION**

[Using the answers they have written, organize a Fishbowl Discussion. This will be on Fishbowl for the whole class with a three-point rotation. Have the students in each mini-group of three count off to three. Put the students with number 1 in the middle and the others on the outside. Assign two students on the outside to listen to one of the students on the inside. The students on the inside are to discuss what they wrote (without reading their paper). The two students on the outside will each listen for one filter (pronunciation, use of vocabulary, clarity of content, interaction with other students, etc.). Five to seven minutes. Then each number 1 will meet with their two listeners and the listeners will tell number 1 what they heard. 2 minutes. Then do the same for numbers 2 and 3.

Sequence: Number 1 group discussion in center (5 minutes). Number 1 individual discussions with listeners (2 minutes). Number 2 group discussion in center (5 minutes). Number 2 individual discussions with listeners (2 minutes). Number 3 group discussion (5 minutes). Number 1 individual discussions with listeners (2 minutes).

[Plenary discussion with class about the experience].

**COLLEGE AND CAREER READINESS**

Teachers should point out to students that communicating with clarity and precision is an important skill that will serve them throughout high school, into college and beyond. It is important to write papers in an organized way with precise language and clarity. This is also true for presentations. Paying attention to what you say and how you say it will help you communicate more effectively. Remember: “Tell them what you are going to tell them, tell them, and tell them what you told them”

**WRITING WRAP UP**

Do a KWL at the end of the class

**Language Development Class, Day 2**

**Lesson:**  Precision in Mathematics

**Text:** “One Grain of Rice” by Demi

<http://jwilson.coe.uga.edu/EMT668/EMAT6680.F99/Martin/instructional%20unit/day4.exponential/excel/grainofrice.html>

**Topic:** ELA, Math

**Level:** Beginner/Intermediate/Advanced

**Content Objectives:**

* Understand how the character Rani helps her people using math.
* Learn about how Rani’s cleverness and precision helped her get her way.
* Uncover why the raja’s lack of precision in thinking led to his downfall.
* Learn what it means to double a number.

**Language Objectives:**

* Orally explain how Rani helped her people using exponential reasoning and orally make connections to other ways multiplication affects our lives.
* Express in written form the value of planning and precision

**Habits of Mind Objective:** This lesson reinforces clarity and precision. The students should make connections between power and precision, how a young girl was able to outwit the leader of her people with a simple mathematical formula and teach him a lesson in justice and human dignity. They should also make connections with their lives to explore how precision and clarity can outweigh circumstance.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now opening questions:**

[Read these questions to the students (or write them on the board for less advanced classes). Have them write the questions in their Journals and then answer them in their Journals as well. When this is done, have some volunteers give their answers (or call on people)].

* Have you ever heard of someone who had a problem that was very difficult to solve?
* Have you ever been in a situation where you thought it was very important to speak clearly and precisely about what you needed?
* Have you ever thought you might be in trouble but were able to explain the situation clearly to avoid discipline?
* Has clear thinking and precise planning ever helped you in amazing ways?

**Vocabulary**

**Task(s):** One of the most important terms in the book is “raja”. Raja means ruler and rajas were usually leaders in India. A good leader must have certain qualities. Before we begin, list all the qualities you can think of that would make someone a good raja.

[Have the students work in pairs for 3-4 minutes, then ask them to volunteer answers and write their words on the board].

[Then have them do the following exercise. Read aloud].

Use context [explain what “context” is] to figure out the meaning of the following underlined words. Sometimes the context is supportive, and sometimes less so. What can you do if context doesn’t explain a word? Explore the following:

1. The raja decreed that everyone must give nearly all of their rice to him.
2. “I will store the rice safely,” the raja promised the people, “so that in time of famine, everyone will have rice to eat, and no one will go hungry.”
3. The raja’s ministers implored him, “Your Highness, let us open the royal storehouses and give the rice to the people as you promised.”
4. She was clever, and she began to make a plan.
5. When the raja heard about Rani’s good deed, he asked his ministers to bring her before him.
6. “Only one grain of rice?” exclaimed the raja. “Surely you will allow me to reward you more plentifully, as a raja should.”
7. “This seems still to be a modest reward,” said the raja. “But you shall have it.”

[Write the key words on the board: *decreed, famine, implored, clever, deed, plentiful, modest.* Ask the students to define them or think of synonyms for them. Then have them put the unknown words in their Vocabulary Logs and write original sentences with them. Have them share their sentences in pairs or groups of three and peer edit what they wrote. Have the students read some of the sentences aloud to the class. Monitors will spot check other answers].

**LISTENING COMPREHENSION**

Task(s): Listen to the teacher read the book aloud. As you listen, consider what type of person Rani is and whether she is similar or different from the raja. Share your ideas with a partner or small group when the reading is over This part will be integrated into the questions at the end).

**READING THE WORLD**

**Read-aloud:** "A Grain of Rice”

[Read the text to the students. Have them follow in their text and annotate words they do not know. Also ask them to underline certain words that describe the two main characters, Rani and the raja].

***One Grain of Rice*** a mathematical folktale by Demi

Long ago in India, there lived a raja who believed he was wise and fair, as a raja should be. The people in his province were rice farmers. The raja decreed that everyone must give nearly all of their rice to him. "I will store the rice safely," the raja promised the people, "so that in time of famine, everyone will have rice to eat, and no one will go hungry." Each year, the raja's rice collectors gathered nearly all of the people's rice and carried it away to the royal storehouses.

For many years, the rice grew well. The people gave nearly all of their rice to the raja, and the storehouses were always full. But the people were left with only enough rice to get by. Then one year the rice grew badly and there was famine and hunger. The people had no rice to give to the raja, and they had no rice to eat. The raja's ministers implored him, "Your highness, let us open the royal storehouses and give the rice to the people, as you promised." "No!" cried the raja. How do I know how long the famine will last? I must have the rice for myself. Promise or no promise, a raja must not go hungry!"

Time went on, and the people grew more and more hungry. But the raja would not give out the rice. One day, the raja ordered a feast for himself and his court--as, it seemed to him, a raja should now and then, even when there is famine. A servant led an elephant from a royal storehouse to the palace, carrying two full baskets of rice. A village girl named Rani saw that a trickle of rice was falling from one of the baskets. Quickly she jumped up and walked along beside the elephant, catching the falling rice in her skirt. She was clever, and she began to make a plan.

At the palace, a guard cried, "Halt, thief! Where are you going with that rice?"

"I am not a thief," Rani replied. "This rice fell from one of the baskets, and I am returning it now to the raja."

When the raja heard about Rani's good deed, he asked his ministers to bring her before him.

"I wish to reward you for returning what belongs to me," the raja said to Rani. "Ask me for anything, and you shall have it."

"Your highness," said Rani, "I do not deserve any reward at all. But if you wish, you may give me one grain of rice."

"Only one grain of rice?" exclaimed the raja. "Surely you will allow me to reward you more plentifully, as a raja should."

"Very well," said Rani. "If it pleased Your Highness, you may reward me in this way. Today, you will give me a single grain of rice. Then, each day for thirty days you will give me double the rice you gave me the day before. Thus, tomorrow you will give me two grains of rice, the next day four grains of rice, and so on for thirty day."

"This seems to be a modest reward," said the raja. "But you shall have it."

And Rani was presented with a single grain of rice.

The next day, Rani was presented with two grains of rice.

And the following day, Rani was presented with four grains of rice.

On the ninth day, Rani was presented with two hundred fifty-six grains of rice. She had received in all five hundred and eleven grains of rice, enough for only a small handful. "This girl is honest, but not very clever," thought the raja. "She would have gained more rice by keeping what fell into her skirt!"

On the twelfth day, Rani received two thousand and forty-eight grains of rice, about four handfuls.

On the thirteenth day, she received four thousand and ninety-six grains of rice, enough to fill a bowl.

On the sixteenth day, Rani was presented with a bag containing thirty-two thousand, seven hundred and sixty-eight grains of rice. All together she had enough rice for two bags. "This doubling up adds up to more rice than I expected" thought the raja. "But surely her reward won't amount to much more."

On the twentieth day, Rani was presented with sixteen more bags filled with rice.

On the twenty-first day, she received one million, forty-eight thousand, five hundred and seventy-six grains of rice, enough to fill a basket.

On the twenty-fourth day, Rani was presented with eight million, three hundred and eighty-eight thousand, six hundred and eight grains of rice--enough to fill eight baskets, which were carried to her by eight royal deer.

On the twenty-seventh day, thirty-two brahma bulls were needed to deliver sixty-four baskets of rice. The raja was deeply troubled. "One grain of rice has grown very great indeed," he thought. "But I shall fulfill the reward to the end, as a raja should."

On the twenty-ninth day, Rani was presented with the contents of two royal storehouses.

On the thirtieth and final day, two hundred and fifty-six elephants crossed the province, carrying the contents of the last four royal storehouses--Five hundred and thirty-six million, eight hundred and seventy thousand, nine hundred and twelve grains of rice.

All together, Rani had received more than one billion grains of rice. The raja had no more rice to give. "And what will you do with this rice," said the raja with a sigh, "now that I have none?"

"I shall give it to all the hungry people," said Rani, "and I shall leave a basket of rice for you, too, if you promise from now on to take only as much rice as you need."

"I promise," said the raja. And for the rest of his days, the raja was truly wise and fair, as a raja should be.

**COMPREHENSION AND DISCUSSION**

[Have them answer these questions in pairs].

* 1. How did Rani trick the raja into feeding the people?
  2. Because she communicated her message clearly but without providing too much extra information, she was able to get what she needed. What would have happened if she had told the raja from the start how many grains of rice she wanted?
  3. Do you think Rani was clever?What do you think about the raja?
  4. Describe the raja's personality and Rani's personality. How are they different? Did one of them change in the end? How?
  5. With whom do you identify in the story, and why?

**Task(s):** When you double a number, you add it to itself, so when you double 2, you add 2+2 and get 4. Double the following numbers:

2, 8, 25, 101, 800, 1017, 200864

What do you notice that happen when you double larger numbers?

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**Task(s):** Look at the chart at the end of the book with the amounts of rice Rani received each day. Go through each day and write out the numerals in words. Then say the words aloud to a classmate. Finally name how many grains of rice Rani received all total – one billion, seventy-three million, seven hundred and forty-one thousand, eight hundred and twenty three.

**READING THE WORLD**

Demi is a famous picture book artist who researches heavily the culture of art in a country before she illustrates a book. For One Grain of Rice, she researched Indian paintings extensively. Use the internet to find out more about paintings from India. Pick 2-3 paintings and write a short description of why they are interesting to you. Describe them using as many adjectives and details as you can.

**INTERCULTURAL CONNECTIONS**

Many cultures eat rice regularly as a major component of their diets. Others eat other things often, like wheat or potatoes. These foods that people eat very regularly are called staple foods. Visit Wikipedia.com and look up rice. There is a chart comparing the vitamins and nutrients in rice to other staple foods. Compare the staple foods you see. Which do you think is the best, healthiest choice for a culture? Which would you choose to eat with every meal if you had to choose?

**WRITING**

Think about a time you came up with a creative solution to a problem and communicated your message with precision. Write about this experience in your Journal.

**COLLEGE AND CAREER READINESS**

There are many jobs involving agriculture where people do all sorts of work, including growing rice. Go to [www.agday.org](http://www.agday.org/) and look around to find out about careers in agriculture and facts about how agriculture works in the US.

**WRITING WRAP UP**

Do a KWL at the end of the clas

**Language Development Class, Day 3**

**Lesson:** Science and precision

**Text:** “Solar-Powered Plane”

**Topic:** ELA; Precision and experimentation

**Level:** Beginner/Intermediate/Advanced

**Content Objectives:**

* Understand how experimentation and clear planning lead to innovations in technology and environmentalism.
* Differentiate *renewable* sources of energy from *nonrenewable* sources of energy.
* Learn about careers in environmental science.
* Consider the role of innovation and precision in environmentalism.

**Language Objectives:**

* Understand vey vocabulary terms: *environment*, *global warming*, *greenhouse gases*, *clean energy*, *clean technology*, and *energy efficiency*.
* Demonstrate listening comprehension by appropriately reacting to the other students' ideas during the discussions.

**Habits of Mind Objective:** Thinking with clarity and precision is also about the will to overcome challenges, be innovative and reach a goal. It is important to have a plan (like we saw with Rani and the raja) and have objectives laid out. Goals are best reached with clear thinking and planning.This is to be understood in this segment.

**Intercultural Connections:** Negotiating Effectively to Reach a Consensus

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now warm up questions:**

In a large group, discuss the following questions:

1. In your opinion, what is the most important issue facing the environment today?
2. How could environmental issues be related to *clear and precise thinking*?
3. Tell about one thing you do to help the environment.
4. In pairs, categorize the following sources of energy into *renewable* and *nonrenewable* sources of energy***:*** coal, natural gas, petroleum, nuclear energy, wind energy, solar energy, hydropower, biofuel, geothermal energy.

**Vocabulary exercises:** renewable; nonrenewable; pioneer; coast to coast; takeoff; journey; exclusively; innovative; altitude; a pioneering vision; passionate; achieve the impossible

With a partner, use context clues from the article to define the following underlined words. Then, identify the part of speech (noun, verb, adjective, adverb) of each word. Check your answers with another pair.

1. 1. “All the big pioneers of the 20th century have tried to fly coast to coast across America,” said Piccard, who was in the pilot’s seat at takeoff.
2. 2. Solar Impulse’s journey marks the first time an airplane powered exclusively by solar energy will fly across the country during both the day and the night.
3. 3. That message is to use innovative, clean technologies for energy efficiency.
4. 4. The aircraft has reached an absolute altitude of 30,300 feet and has completed a trip that lasted more than 26 hours.
5. 5. “We want to show that with clean technologies, a passionate team, and a far-reaching pioneering vision, one can achieve the impossible,” Piccard said in a statement.

**READ THE WORLD**

**Read-aloud:** Solar Powered Plane

[Read the text to the students. Have them follow in their text and annotate words they do not know, and find the vocabulary words that were reviewed before the exercise. Also, ask them to underline certain words that describe precise and clear thinking].

**Solar-Powered Plane**

May 6, 2013

By Cameron Keady with AP reporting

It’s a bird! It’s a plane! It’s the Solar Impulse! On May 3, 2013, aviation history was made when a solar-powered airplane, named Solar Impulse, began a journey across the United States. The plane’s creators, André Borshberg and Bertrand Piccard of Switzerland, are taking turns piloting the aircraft as it crosses the nation. “All the big pioneers of the 20th century have tried to fly coast to coast across America,” said Piccard, who was in the pilot’s seat at takeoff. “So now we’re trying to do this, but on solar power with no fuel.

**Across America**

Solar Impulse departed from Moffett Federal Airfield, in Northern California, just after dawn on May 3. Traveling at around 40 miles per hour, the plane will make its voyage in five separate trips. Each flight leg will take 19 to 25 hours with 10-day stops in each city. The first leg of the journey, from California to Phoenix, Arizona, was completed in 20 hours. From Phoenix, Solar Impulse will make stops in Dallas, TX, St. Louis, MO, and Washington, DC, before ending its last leg in New York City in early July. Solar Impulse’s journey marks the first time an airplane powered exclusively by solar energy will fly across the country during both the day and the night.

***Plane Power***

The solar-powered plane is a single-seat aircraft. “Our plane is not designed to carry a passenger, but to carry a message,” Piccard has said numerous times. That message is to use innovative, clean technologies for energy efficiency. Solar Impulse is intended to make its cross-country voyage without using a single drop of fuel. By day, 12,000 solar cells are charged by the sun to power lithium batteries. That enables the plane to fly at night—but it cannot travel through clouds.

Solar Impulse weighs just 3,500 lbs., about as much as a car. Most of the weight is from the solar panels that cover its wings, which stretch 208 feet. The aircraft has reached an absolute altitude of 30,300 feet and has completed a trip that lasted more than 26 hours. This adventure is Solar Impulse’s final trip before its creators attempt an around-the-world flight in 2015. “We want to show that with clean technologies, a passionate team, and a far-reaching pioneering vision, one can achieve the impossible,” Piccard said in a statement.

**COMPREHENSION AND DISCUSSION**

In pairs, take turns asking and answering the following questions. Be sure to answer (orally) each question with a complete sentence. Pay close attention to word order as you switch form the interrogative forms to affirmative forms.

1. What is unique about this flight across America?
2. Where did Solar Impulse depart from?
3. At what speed does Solar Impulse travel?
4. How many separate trips will it take to complete the voyage from coast to coast?
5. In which cities will Solar Impulse stop? Locate those cities on a map of the United States.
6. By day, how many solar cells are charged by the sun to power the lithium batteries?
7. According to the plane’s creators, André Borshberg and Bertrand Piccard, what message is the plane designed to carry?
8. How much does Solar Impulse weigh?
9. What is the length of each wing?
10. What altitude has the aircraft reached?
11. What will its creators attempt to do in the future?
12. In what parts of the text did you find information about clear and precise thinking?

**LISTENING COMPREHENSION**

**Directions:** Go to You Tube listen to ***“Stop Motional Film: Renewable vs. Nonrenewable Energy Sources***” by Rachel Fulton.

While listening, take notes to answer the following questions.

1. What is renewable energy?
2. Why is solar power considered a renewable energy resource?
3. What is geothermal power?
4. Is wind energy renewable or nonrenewable?
5. What are fossil fuels?
6. What is a synonym for fossil fuels?
7. What are examples of fossil fuels?
8. Are fossil fuels renewable or nonrenewable?

**PRONUNCIATION THROUGH NEGOTATION OF MEANING**

**Compound Nouns:** Nouns that are modified by other nouns or adjectives form compound nouns. Stress the first word (or the main syllable of the first word) more than the second word.

***Examples****:* EARTHquake, AIRplane, SOFTware

**Directions:** Place a stress mark on the correct syllable of the compound nouns below. Then, say each word aloud.

cell phone solar-powered airplane password

printing press global warming highway

solar panel greenhouse gases skyscraper

aircraft clean energy notebook

takeoff air pollution feedback

video games clean technology guideline

jet airliner cross-country voyage newspaper

Facebook hybrid car neighborhood

remote control text message summertime

**INTERCULTURAL CONNECTIONS**

**Negotiating Effectively to Reach a Consensus:** Negotiating to reach a consensus is an important skill for communicating effectively with others in all cultural contexts. A simplified model for reaching a consensus includes the following steps:

1. Define the issues, conflicts, or options.
2. Set the stage for win-win outcomes by maintaining positive and respectful group relations.
3. Express your own position or interests clearly.
4. Respectfully listen to the positions or interests of your group members.
5. Combine positions to reach win-win solution/decision.
6. As a group, negotiate to reach a consensus in which everyone feels satisfied.

**Directions:** In small groups, negotiate to decide which of the following innovations have been the most influential and life changing. Choose three and prepare to explain why. Once you have reached a consensus, choose a spokesperson to summarize your discussion for the class.

1. The printing press (1440)
2. Solar panels (1882)
3. The automobile (1885)
4. TV remote control (1955)
5. Microwave oven (1955)
6. Jet airliner (1958)
7. Video games (1972)
8. GPS (global positioning system) (1978)
9. Personal computer (1974)
10. The cellular phone (1973)
11. DNA fingerprinting (1984)
12. The Internet (1990)
13. The hybrid car (2000)
14. Text messaging (2000)
15. Facebook (2004)

**COLLEGE AND CAREER READINESS**

Environmental careers often appeal to students who are interested in geography, biology, and chemistry. There are many options for students who want to turn their passion for science and environmental responsibility into a lifelong career.

**Exercise 1**

**Directions**: Interview a classmate to discover whether or not he or she has an affinity for an environmental profession.

1. Do you want to call public attention to environmental problems and play an active role in solving these problems? \_\_\_
2. Do you want to help educate the public about environmental issues? \_\_\_
3. Do you want to design or build sustainable homes or offices? \_\_\_
4. Do you want to study the environment and discover ways to improve conditions? \_\_\_
5. Do you want to create environmental health and safety regulations? \_\_\_
6. Do you want to use legal skills to protect wildlife and stop air pollution? \_\_\_
7. Do you want to raise money to advance environmental causes? \_\_\_

**Exercise 2**

**Directions**: Match the following professions with the question above that describes the job.

a) sustainable architect/construction worker

b) environmental scientist

c) environmental science teacher/professor

d) environmental regulator

e) environmental lawyer

f) fundraising professional

g) employee/manager of an environmental advocacy organization

**WRITING**

In your Journal summarize the main ideas of this text in your own words.

“This text is about…”

Then, describe a major environmental problem. Explain what should be done to solve this problem

**WRITING WRAP UP**

Do a KWL at the end of the class

**Language Development Class, Day 4**

**Lesson:**  Precision in Sports

**Text:** “Team Sports: Crew and Rowing”

**Topic:** ELA, Sports

**Level:** Beginner/Intermediate/Advanced

**Content Objectives:**

* Understand what the science of rowing is all about
* Make connections between precision and fitness
* Learn about the role of sports in general, and rowing in specific, in college and in the United States
* Explore concepts of teamwork and clear thinking in groups

**Language Objectives:**

* Understand and use vocabulary surrounding rowing
* Express in written form the importance of clear thinking in team work and project management
* Develop, revise and peer edit written work related to the theme at hand

**Habits of Mind Objective:** This lesson discusses the relationship between body and mind in sports and how precise thinking translates into precise action. It also explores how clear communication in a team effort is important. This is to be understood in this segment.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now opening questions:**

[Read these Brainstorming questions to the students (or write them on the board for less advanced classes). Have them write the questions in their Journals and then answer them in their Journals as well. This will be touched on at the send of the segment.

Brainstorm questions for the students:

* Write down as many sports you can think of that are played in the United States
* Circle the ones that you think are the most popular

Explain in writing which ones you are interested in playing (or watching) and which ones do not interest you, and why.

**READING THE WORLD**

**Read-aloud:** “Team Sports: Crew and Rowing”

[Break up (Jigsaw) the text into segments and have the students read it aloud. Have them follow in their text and annotate words they do not know. Also, ask them to underline certain parts they do not understand, that can be discussed later with the class].

**“Team Sports: Crew and Rowing”**

**from *It’s My Life*, PBSKids** http://pbskids.org/itsmylife/body/teamsports/article4.html

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You're gripping a long pole, using all your energy to keep moving forward, getting wet from the sweat of your effort and the water that's all around you.

Are you:

Skimming leaves off a swimming pool?

In a stilt race across a raging river?

Fighting a light saber duel in a thunderstorm?

NO! You're rowing as part of a crew team!

In some team sports, play often focuses on an individual player, like when a football quarterback throws for a touchdown or a soccer forward kicks for a goal. But in rowing (also called crew), it's always about the team working together as a single unit, like a perfectly tuned machine. If you value teamwork and cooperation above individual stardom, crew may be just the sport for you!

As long as there's a team or club in your area, rowing is one of the easiest sports to get started in because there are very few rules or techniques to get used to.

Athletes who row crew need upper and lower body strength, plus plenty of endurance for long races. Rowing also requires agility, grace, and the ability to get perfectly in sync with your teammates.

Crew Basics:

* 1. There are two types of rowing. In sculling, the rowers have an oar in each hand, while in sweep rowing, they have both hands on a single oar.
  2. Team rowing is usually in teams of 2, 4, or 8. In teams of 4 or 8, there's often an extra person in the boat called a coxswain who coaches the rowers and steers the boat instead of rowing.
  3. One of the most important terms in crew is SPM, or Strokes Per Minute. The more strokes a team can row in a minute, the faster the boat will move through the water.

Cool Crew and Rowing Facts:

* Rowing is the oldest college sport in America.
* In the U.S., one of the biggest events in rowing is the Harvard/Yale race, which was first held in 1852. In England, the big event is the Oxford/Cambridge race, first held in 1829.
* Modern crew boats are called shells, and are constructed of a carbon fiber that's very light in weight. Shells used for teams of 8 are about 60 feet long!
* Rowing gives an athlete a great workout on both the upper and lower body, and is a low-impact exercise. This is why rowing machines are so popular at the gym.
* Many coxswains are girls or guys who are a little bit smaller or lighter than their teammates. So if you're worried that your lack of height or weight means you can't be involved in team sports, this may be the perfect position for you!

What Kids Are Saying About Crew and Rowing:

“I have an older brother who rows eights for his high-school team. I want to row eights or fours someday. It's the coolest school sport there is." --Brian, 12

“Rowing is a really fun sport to do, and to watch! Every year we have a regatta, where all different schools come to race." --Bryce, 11

“I know a girl who's a coxswain on a boy's rowing team! She tells them how fast to row, and is in charge of all the practices!" --Veronica, 11

Get Involved!

If you live near a lake or river where crew events are held, then there's probably a boathouse where the races are organized. Have an adult contact the boathouse and ask about crew team opportunities for kids.

Another great source of information is USRowing, the national governing body of rowing and crew. They have plenty of information about crew teams and clubs across the country, and you can reach them at (800) 314-4ROW. They also have a Web site at [www.usrowing.org](http://pbskids.org/cgi-registry/kidsbridge.cgi?context=itsmylife_team2).

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“The Motion of Rowing, and the Physics Behind It”

by M.J. Joachim, Yahoo! Contributor Network

Feb 28, 2009

The goal of rowing is to create enough power, that the boat will travel a long distance, with minimal work. Power is the force that drives the boat. The distance travelled is the motion of the boat in the water. The minimal work is the energy required to make the boat move. Matter is the water the boat must move through, to complete the physics equation of rowing.

Physics is an important part of rowing. Several rowing terms deal with how the boat will move through the water, by the power of the stroke. The stroke is affected by the strength of the legs. When the legs are correctly aligned with the body, the boat travels further through the water, using less energy per stroke.

Rowing Terms

1. Friction: water resistance during the rowing motion

2. Drag: the draw of the stroke that pulls the boat forward

3. Resistance: the force (water) the stroke must move through to build up momentum, and continue moving forward

4. Buoyancy: the power created by the floatation of the rowboat

5. Waves: the rush of water made from many strokes

6. Leverage: the mechanical power gained by the oar

7. Erg: the unit of energy created by the force of the stroke

Newton's Laws of Motion

Sir Isaac Newton was a 16th century English physicist and mathematician. He developed 3 laws of motion that define what happens when objects move through matter. His ideas were based on external forces, momentum, and reaction. Newton's Laws of Motion are:

A. A body continues in a state of rest or uniform motion unless acted upon by an external force.

B. The rate of change of momentum is proportionate to the force applied.

C. Every action has an equal and opposite reaction.

Therefore, once the oar begins moving through the water, friction is created by the force of the water. The water resists the momentum of the stroke, by opposing its leverage.

The physics of rowing explains the mechanics of perfecting strokes to gain speed. It is about balance, velocity, and inertia. The mechanics of rowing is naturally affected by the people moving the oars through the water. The combination of these two factors determines the final outcome.

When the spirit of the team is added to the equation, several things happen. Motivation, team work, and leadership are now factors that contribute to or take away from the energy source.

These are the elements of rowing that physics cannot define. They are the source of inspiration, the agony of defeat, and the exhilaration of victory.

**COMPREHENSION AND DISCUSSION**

**Post-reading Vocabulary:** crew, endurance, friction, drag, resistance, buoyancy, leverage

[Teacher should write these words on the board. Ask the students what they mean. Solicit volunteers to answer. Have them write the words in their Vocabulary Logs if they don't know them].

**Vocabulary exercise**

Fill in the blanks with the word that best fits the meaning.

crew, endurance, friction, drag, resistance, buoyancy, leverage

1. I need to move this piece of furniture to the other side of the room. I should get behind it to get better \_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. I want to go see that movie with my friends but I am encountering a lot of \_\_\_\_\_\_\_\_\_\_\_ from my parents.
3. I decided to join the \_\_\_\_\_\_\_\_\_\_\_\_ team at college. I really enjoy being on the water.
4. My father has incredible \_\_\_\_\_\_\_\_\_\_\_\_\_ when he runs. He has completed three marathons.
5. That piece of wood is waterlogged and has no \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Comprehension questions**

[Have them answer these questions in pairs to prepare for the DEBATE].

1. Is crew (rowing) a team sport or an individual sport? Explain.
2. What is a coxswain? What does she/ he do?
3. What kind of physical workout does rowing provide?
4. what do some of the kids say about rowing?
5. What are some of the physics behind rowing?
6. How are Newton’s Laws of Motion and how do they relate to rowing?
7. What does the reading say about teamwork?

**Debate:**

[This is to prepare an informal SCAFFOLDED DEBATE. Directions: have the students count off 1,2,1,2,1,2,1,2,… (to split of the class into a non-peer format). Put the 1s on one side of the room and the 2s on the other side. Have them prepare this question (or think of a debate question of your own): **Is rowing the most difficult sport?** Assign one side “yes” and the other side “no”. Have each side discuss and develop common answers to their side, and anticipate some of the points of the other side (to be prepared in the debate). Then have the students count off again (to whatever is half of the existing number of students). Then ask students with the number 1 to raise their hands and sit together. Have the 2s sit together, then the 3s, and so on. Have them debate their point one on one (for about 5-7 minutes). Then switch it up and put two of the pairs together and have them continue (two on each side) for another five minutes. Then bring the whole class together (the entire class will form two rows, with the two opposing sides facing each other).

[A reflective exercise, either written or oral, can follow this]

**LISTENING COMPREHENSION**

**Task(s):** Watch the Youtube video “Colorado middle school students rowing boats on the Neva in St. Petersburg, Russia” (<http://www.youtube.com/watch?v=vyvea8bPmL8>).

Answer these questions in pairs:

* What do you hear the students saying?
* What do you hear the instructor saying?
* At one point the instructor says, “It’s not how strong you are but how smart you are.” How is this related to clear thinking and teamwork?
* Is this something that you would like to try?

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

Review some of the key vocabulary words in both the Vocabulary section and in the text. Work in pairs and make sure you know how to pronounce them. If you have any questions, ask the teacher. Then, with your partner, *in your own words* give definitions to these words. (Use the board again, if necessary].

**READING THE WORLD**

As explained in the text, rowing is one of the oldest intercollegiate competitive sports played in the United States. It is also a popular sport outside of college. In fact, right here in Boston at the end of October we celebrate the Head of the Charles. It’s the largest two day regatta (a series of boat races) in the world, with 9,000 athletes participating and 300,000 spectators attending (Wikipedia). Reaearch more about the Head of the Charles and other famous regattas.

**INTERCULTURAL CONNECTIONS**

Many countries play sports that are not popular in other countries. For example, in the United States we enjoy American football, baseball and basketball, which are not played in most countries. Other countries have more of an affinity for soccer, also referred to as football in the international community. Soccer seems to be the most internationally acclaimed sport in the world. In the United States soccer is slowly becoming more and more popular. What sports do you like to play? What sports are popular in your country? Did you follow the FIFA world Cup this year?

**WRITING**

Return to the Do Now exercise that was done at the beginning of class (It was this question: “Explain in writing which ones you are interested in playing or watching and which ones do not interest you, and why”). At the end of what you wrote, respond to this prompt:

Think about a time you were part of a sports team or involved in a group project. Explain how it was important to have a clear mind and positive attitude to work together. Write about this experience in your Journal.

When you finish, revise what you wrote. After this, have another student read what you wrote and write a RESPONSE in your journal to what you wrote.

**COLLEGE AND CAREER READINESS**

Sports are a major part of college life in the United states. There are many different sports and many different types of teams. Becoming involved in sports is a great way to make friends and learn about teamwork. Many good high school athletes even get scholarships (money) to help pay for college. What sports do you like to play? Would you like to play a sport in college? If so, would it be on an intramural (recreational) level or an intercollegiate (in competition with other universities) level? Research some of the universities in your area and find out which sports they play.

**WRITING WRAP UP**

Do a KWL at the end of the class

**Language Development Class, Day 5**

**Lesson:**  Precision in Goal Setting

**Text:** *Walden* (excerpt) by Henry David Thorough

**Topic:** ELA, Literature

**Level:** Beginner/Intermediate/Advanced

**Content Objectives:**

* Understand how Thorough lived simply and deliberately
* Explore Thorough’s ideas on simplicity and goal setting
* Compare and contrast Thorough with other works in this Habit of Mind
* Make connections with one’s own goals and how to achieve them though precise thought

**Language Objectives:**

* Learn vocabulary related to *Walden*
* Write with metacognition in relation to a group activity
* Give a compare and contrast presentation on two texts we have read

**Habits of Mind Objective:** This lesson continues with the theme of clarity and precision. The students should make connections between clarity, simplicity and goal setting, especially in relation to how their own thinking affects their goals.

**ACTIVATING BACKGROUND KNOWLEDGE**

**Do Now opening questions:**

[Read these questions to the students (or write them on the board for less advanced classes). Have them write the questions in their Journals and then answer them in their Journals as well. When this is done, have some volunteers give their answers (or call on people)].

* Do you like to be alone sometimes?
* Do you think more clearly when you were alone?
* What do you think about when you are by yourself?

**READING THE WORLD**

**Read-aloud:** *Walden* excerpt

[Read the text to the students. Have them follow in their text and annotate words they do not know. Also ask them to underline words related to the Habit of Mind of Precision and Clarity].

Henry David Thorough  
*Walden* (excerpt)  
*I learned this, at least, by my experiment: that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours. He will put some things behind, will pass an invisible boundary; new, universal, and more liberal laws will begin to establish themselves around and within him; or the old laws be expanded, and interpreted in his favor in a more liberal sense, and he will live with the license of a higher order of beings. In proportion as he simplifies his life, the laws of the universe will appear less complex, and solitude will not be solitude, nor poverty poverty, nor weakness weakness. If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them.*

**COMPREHENSION AND DISCUSSION**

**Vocabulary from the reading**

endeavor, boundary, universal, liberal, expand, proportion, simplify, solitude, poverty, foundation

[Teacher should write these words on the board. Ask the students what they mean. Solicit volunteers to answer. Have them write the words in their Vocabulary Logs if they don't know them].

**Vocabulary exercise**

[Put the students in pairs. Give two words to each pair. Have them write sentences in relation to Thinking and Communication with Clarity and Precision. Have them write the sentences on the board. Go through the sentences with the class to check for syntax and vocabulary use].

**Round Table Discussion (Harkness discussion).**

[Put students in pairs and have them write 2 questions together based on the excerpt from *Walden* and 2 questions about how it relates to precision, clarity and goal setting. Both of the students should have copies of the questions].

[When this is done make a big circle with the chairs. Everyone should be part of the circles, teachers included].

[The teacher should then explain what the Harkness Method of discussion is: “The main goal is to encourage students to come up with ideas of their own and learn good reasoning and discussion skills. Depending on his or her style, the teacher may interact very little, interjecting only to guide the discussion” (Wikipedia)].

[A Harkness Discussion will take place for 10-15 minutes. The teacher may periodically intervene to help guide the conversation. When the conversation is over the class will have a discussion about how it went].

**WRITING**

The students will do some metacognitive (reflective writing) in their Journal based on these questions:

* How did you feel about the Roundtable (Harkness) discussion we had?
* How would you assess your role in the conversation?
* Were you able to talk as much as you wanted? Do you think you spoke too much?
* Were you able to communicate with clarity and precision?
* What else could you do to improve your communication skills in the next Roundtable discussion?

**LISTENING COMPREHENSION**

**Task(s):** Listen to (the first two minutes of) this video about Walden Pond and Henry David Thorough (<http://www.youtube.com/watch?v=JhP7PKoRmmY>) and answer the following questions:

* What else did you learn about Thorough?
* What can you tell us about Walden Pond?
* What does Walden Pond symbolize (explain symbolism!)?
* What are some of Thorough’s main ideas?

**INTERCULTURAL CONNECTIONS**

Henry David Thorough is a famous American philosopher (thinker). Every country is proud of certain citizens who have contributed to the development of their intellectual heritage. Do some research about your country to discover one or two famous thinkers. Who were they? What were their lives like? What did they do? What is their philosophy? How is that important to your country?

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

In this segment we will work on PUBLIC SPEAKING and COMPARE AND CONTRAST

1. Watch this TED talk (7 minutes) of a boy from Africa named Richard Turere give a presentation entitled “My invention that made peace with lions”:

(<http://www.ted.com/talks/richard_turere_a_peace_treaty_with_the_lions>). Here is one with subtitles: http://hbr.org/2013/06/how-to-give-a-killer-presentation/ar/1

2. Ask the class “What makes a presentation great?” Write what they say on the board.

3. Supplement what they say with this information: http://www.wikihow.com/Do-a-Presentation-in-Class . Feel free to show the class the website.

**4.** Say to the class: “You are going to give a 1-2 minute presentation in which you will compare and contrast the Henry David Thorough excerpt from *Walden* with the poem we read by Lao Tzu earlier in the week”.

5. Have students discuss their ideas in pairs.

6. Have them develop the speech with bullet points.

7. Have them practice the speech in pairs.

8. Have them practice the speech in small groups.

9. Have some students deliver there speeches in front of the class.

10. Provide supportive feedback

**COLLEGE AND CAREER READINESS**

Henry David Thorough is considered one of the great American philosophers (thinkers). In college many student study about different philosophers in order to help them understand different schools of thought. Studying philosophy can help you think more logically. It can help you also to think about your thinking, which is a skill that develops clarity of thought and precision in communication.

**WRITING WRAP UP**

Do a KWL at the end of the class

CREATING, IMAGINING, and INNOVATING

**Lesson:**  Olympian Gabby Douglas Homeless, Bullied Before Winning Gold

**Text:** Online from ABC news/health topic

**Topic:** Health and Wellness

**Level:** Intermediate

**Content Objectives:**

* Understand the Olympics as a unique multicultural event/celebration of worldwide talent
* Learn about the life and achievements of a young Olympian
* Consider how determination and perseverance were key elements to the athlete’s success
* Appreciate the concepts of self discipline and teamwork demonstrated in the story
* Understand the obstacles faced by the athlete and how these were overcome

**Habits of Mind Objective:** Persistence

**Intercultural Connections:** Overcoming biases and stereotypes; teamwork across cultural lines; recognizing and celebrating the achievements of diverse athletes ; encountering and reacting to racism

**Math /Science Concepts:** Precision; exercise science

**ACTIVATING BACKGROUND KNOWLEDGE**

Students are asked to share in whole group what they know about the Olympics. Emphasis on the **multicultural aspect** of the events. Teacher presents some basic facts / background information about the **history** of the Olympics and what it takes to compete in any of the Olympic games. They are told that they will learn about an Olympic record-breaking African American teenage girl, **Gabby Douglas** (“Douglas” spells “USA gold”)

**Warm up:**

Students view **You Tube video** about Gabby Douglas or visit learning stations with pictures, etc. Students then read the story in whole group. Question and answer period follows.

**Opening Questions:**

1. Do you know anyone who is really good at a sport?
2. Do you like sports? Do you like gymnastics?
3. Did you watch any of the London Olympics on tv? Have you watched the Olympics before?
4. Did you know anything about Gabby Douglas before today? If yes, what?
5. Were you surprised to hear that Gabby was homeless at one time?
6. What other things about Gabby’s life do you think were difficult?
7. What kind of person do you think Gabby is? Do you know anyone who has the same type of personality?

**Vocabulary**

**taunted** (*teased; made fun of*)

**allegations** (*accusations*)

**hardships** (*problems, difficulties, obstacles*)

**unrelenting** (*without stopping; describes something negative*)

**perseverance** (*willpower, determination, persistence*)

**unscathed** (*not hurt or negatively affected*)

**transform** (*to change*)

**demanding** (*describes something very difficult to do or accomplish*)

**ranks**  (*classes or levels of something*)

**homesick** (*to miss your home; to want to return to your home or family*)

**Task(s):** Work with a partner to try to fill in the blanks using the word bank. Do as many as you can without looking at the text. Use the clues given to you in parentheses.

1. One of the few African Americans in the sport of gymnastics, Douglas claimed she was cruelly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by her former coach and teammates at Excalibur Gym, in Virginia Beach, Va.
2. In an emailed statement, Excalibur denied the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and insisted that management never received any report of Douglas being bullied.
3. “Yes I’ve had a lot of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in my life and in my career, but I never let that hurt what I do in the gym.”
4. Experts often cite such \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ drive as a key personality trait in top athletes such as Douglas.
5. Andrea Corn, a Florida sports psychologist and co-author of “Raising Your Game,” said Douglas’ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and ability to bounce back after disappointment have played a big part in her success.
6. “No athlete goes through life \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s how they respond when something doesn’t go their way on or off the field that makes all the difference,” she said.
7. The ones that can shake off those negative emotions and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them into something they can use, they have a gift and are the ones who do best.”
8. Because gymnastics is such a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sport, Chow added, any athlete who hopes to rise up the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ must have the same sort of attitude as Douglas or they won’t last.
9. She’d been living away from home with a host family in Iowa for nearly two years so she could train with Chow—one of the most renowned coaches in the sport—and she was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Idioms** are ways of saying things that aren’t always easy to understand by word definitions alone. Can you decipher the following idioms? Try to find them in the story, then try using them in sentences of your own.

**shining stars taken in bounce back shake off**

**essential ingredient rest on their laurels walk away from**

What does the story mean when it says that at times, Gabby wanted to **“hang up her leotard?”**

**COMPREHENSION AND DISCUSSION**

**Task(s):** Discuss the following questions in a small group. Designate the following group roles: reporter, timekeeper, note-taker and gatekeeper.

1. What is homelessness? How do people become homeless?
2. Some people live with relatives for different reasons. What are some of the reasons?
3. Gabby Douglas overcame both homelessness and her parents’ separation. How do you think these experiences helped her in her gymnastics career?
4. People believe that Gabby Douglas has persevered **in spite** **of** the difficult things in her life. Can you think of anyone you know or have learned about that was very successful **in spite of** having many problems or disappointments? (clue: “in spite of” means “even though”)
5. Gabby Douglas left her home and family to **train** for the Olympics at age 14. She was away for two years and describes feeling homesick. Do you think that moving was a difficult thing for Gabby to do? Do you have any personal experience with moving to a new place and feeling homesick? (clue: here, “train” means to get ready for something)
6. Right before the Olympics, Gabby told her mother that she wanted to “walk away” from gymnastics. Have you ever felt like “walking away from” something that was very difficult to do? (clue: here, “walking away” means giving up or quitting)

**Option:** Map this story with a **story map**. Use words, drawings, and downloaded pictures to tell the story.

**Option:** With a partner or in a small group, **role play** one of the following “scenes” from the story…or make up one of your own!

* Gabby wants to quit gymnastics
* Gabby wants to return home from training
* Gabby tells her family about the racism she experiences at the gym

**LISTENING COMPREHENSION**

**Watch the You Tube video** “Gabby Douglas on the Moment She Almost Quit Gymnastics”

**Task(s):** Have a **fishbowl discussion** about what you heard. Talk about some of the following things:

* Why didn’t Gabby’s mother allow her to quit gymnastics? Do you agree with her mother’s decision?
* What does it mean to feel homesick? Have you ever felt homesick?
* Have you ever felt like quitting something that was hard to do? What did you do?
* What is a **support system**? Who do you think supported Gabby?

**Option:** Have a **fishbowl discussion** about **racism** and **bullying**. How are they alike? Are they different? Share your opinions and experiences.

Ask your teacher if it’s possible to **record your discussion** in audio and/or video format!

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

Putting stress on the right syllable in a word is important to both speaking and listening. In the following words, the stressed syllable is emphasized with **bold**. With a partner, practice pronouncing these words. If you choose, you may also write and read aloud some of your own sentences using these words.

**thou**sands **ste**pping **brea**king ac**com**plishments

ex**hau**sted ge**o**grapher trans**form** **ri**val

**Face**book de**man**ding **pur**pose determi**na**tion

**Extended Activity:** Putting the stress on the right word in a sentence is also very important to getting your message across. With a partner, read the following sentence several times, putting the stress on a different word each time. What happens to the meaning each time you put the stress in a different place?

**Sentence:** I didn’t say you ate my chocolate ice cream.

**Example:** I didn’t say **YOU** ate my chocolate ice cream. (putting the stress on “you” changes the meaning of the sentence…so who does the speaker really think ate the ice cream?)

**READING THE WORLD**

The Olympics are a celebration of the athletic talents of people from all over the world. In fact, part of what makes the Olympics great is the **pride** that people feel when an athlete from their home country wins an important contest.

**Task(s):** Interview a partner using the questions below or using some of your own ideas. Take notes on his or her responses, then try to **paraphrase** their ideas back to them.

1. What people or things make you or your family **proud** when you think of your home country?
2. Does your home country have a special sport or other activity that bring people together?
3. Are there famous athletes from your/your family’s home country?
4. Do you or anyone in your family play a sport? Do you like to watch sports on tv?
5. Would you ever consider joining a sports team at school? Why or why not?

**Option:** Research an Olympic athlete from your / your family’s home country or other place. Present your findings in **multimedia**.

**WRITING**

Gabby’s story reminds us that all families go through struggles and difficult times. One of the important messages in Gabby’s story is that sometimes problems can be the things that **motivate** us to keep trying.

**Task(s):** Like Gabby, we all have family stories to tell. Using your interview sheet, interview a partner. Ask him or her to tell you about a time they remember. Include as many details as you can. Some ideas are:

* What did things look like? Smell like? Taste like? Feel like?
* How were birthdays or holidays celebrated in your family?
* Did you ever experience unusual weather (hurricane, tornado, snowstorm, etc.)?
* Did something very funny ever happen to someone in your family?
* Did someone in your family ever win something? Achieve something special?

**Option:** Use a poster board or digital poster format to illustrate your own family story!

**Option:** **Role play** a story from your family with a partner. When you finish, role play a family story from your partner’s family!

**INTERCULTURAL CONNECTIONS**

You learned that Gabby faced many struggles both growing up and while she was training for the Olympics. Unfortunately, **racism** is a part of her story.

**Task(s):** With a partner or in a small group, think about what the following words and phrases mean. **Discrimination; judgment; name calling; misunderstanding; isolation.** With your partner or small group**,** create a **word web** or other graphic organizer to illustrate what these words mean to you.

Do you think **bullying** and **racism** are alike? How? Use a **Venn Diagram** to illustrate your opinion.

**INDEPENDENT STUDY**

Choose from a topic below. Do internet research on your topic, then present a part of your findings (you may choose your focus) in any format: as a **song, poem, report, role play, drawing**, etc.

* The Olympics happen only once every four years. Use the internet to research some of the past Olympic games. (hint: the opening ceremonies for the **Olympic Games in China** were talked about for a very long time…find out why!).
* The 2016 Olympics will be held in **Rio de Janero, Brazil**. Find out more about this famous city.
* Gabby’s coach was **Liang Chow**. Find out more about this amazing trainer. Present your ideas in multimedia or any format of your choosing.

**EXTENDED LEARNING**

Do you **identify with** (understand from your own experiences) Gabby’s story?

**Task(s):** Consider writing Gabby a letter telling her about yourself and how her story made you feel. Do you think Gabby is a good **role model**? How does her story help other kids who may feel like their problems are too difficult to **overcome**? You may ask Gabby questions in your letter, too. With your parents’ permission, you may want to become Gabby’s friend on **Facebook**.

**Option:** Gabby **broke records** as an **African American** and a **woman**. She soon became a worldwide celebrity. Some of the things that have happened to Gabby since the Olympics are:

* Gabby **wrote a book** called “Grace, Gold and Glory/My Leap of Faith”
* She was named one of the 10 Most Fascinating People by news woman Barbara Walters
* She appeared on the Forbes list (as the youngest person and only female) of 10 Most Influential Athletes
* She appeared on one of her favorite shows, “The Vampire Diaries”
* She performed at the Video Music Awards after walking the red carpet with the rest of the “Fierce Five” (the name of her artistic gymnastics team)
* She signed deals with Nike, Kellogg and AT&T

**Task(s):** Research one or more of these topics. Present your findings as you choose. You may choose to work with a partner. Do you think Gabby will continue to pursue gymnastics, or will she focus more on her **career as a** **celebrity**?

**CAREER EXPLORATION**

Many colleges and universities offer **athletic scholarships** to talented students.

**Task(s):** Find out more about athletic scholarships and how to apply for them. Can you identify any well-known athletes who went to college on an athletic scholarship?

**Option:** Who are **sports reporters**? What do they do? How do they train for their careers? Find out more about this career.

**HOME CONNECTIONS**

Gabby received **medals** as a symbol of her outstanding achievement as gymnast. Her achievement has three parts: it’s a **personal** achievement; it’s an achievement for her **team**; and it’s an **achievement** for her country, the United States. Who in your life deserves special recognition for the things they do?

**Task(s):** We all need other people to help us to achieve things in our lives. Like Gabby, we all work both **independently** and as a **team member** in order to reach our goals. Who has helped you to reach your goals? Use creativity to make a **special award** for that person. Your award should recognize the things that make this person special in your life. Your award can be shaped like a **medal**, a **plaque**, or anything of your choosing.

**Lesson:**  Bringing Eyeglasses to the Third World

**Text:** Online article from [www.whatkidscando.org](http://www.whatkidscando.org) by teen authors

**Topic:** Health and Wellness

**Level:** Intermediate

**Content Objectives:**

* Understand the unequal distribution of resources and how inequity impacts other aspects of life
* Consider young people as change agents
* Learn about the role played by non-profits / their missions
* Appreciate the collective power of diverse people organized around a common goal

**Habits of Mind Objective:** Learning Continuously

**Intercultural Connections:** Working for the common good across cultural lines; making provision for people in developing countries

**Content Connections:** math; social studies

**ACTIVATING BACKGROUND KNOWLEDGE**

Why do so many people want to come to the United States? What are some things that the United States has that may not be found in other countries? What happens when people aren’t able to meet their basic needs?

**Warm up:**

Students visit learning stations about the EYEsee organization, [www.EYEsee.org](http://www.EYEsee.org).

**Opening Questions:**

1. What is meant by “third world country?” Can you come up with a definition?
2. What makes life in a third world country different from life in the United States?
3. How are needs and wants different? What happens when people can’t meet their own basic needs?
4. In third world countries, what happens when people can’t meet their own needs? In the United States, what happens when people can’t meet their own basic needs?
5. How can communities pool their resources to bring relief to suffering people?
6. What is meant by the phrase “ripple effect?” Can you connect this concept with what you read about how having improved vision can change people’s lives?
7. Is it important to help people in other countries, or is it more important to help people in your own country? Explain your answer.

**Vocabulary**

**Task(s):** Use context clues to determine the meanings of the underlined words and phrases. Which ones are idioms? You may choose to use some of the idioms in sentences of your own.

1. Before 2008, Janice Guzon never gave a second thought to good eyesight.
2. Thumbing through magazines while doing research in the library that summer, she noticed that few people from Third World countries wore eyeglasses.
3. She just assumed they all had really good vision, unlike her.
4. It was really just a vicious cycle.
5. Janice wondered why her aunt had to ask for help with such a minor expense.
6. But in many countries, eyeglasses can cost as much as a year’s salary.
7. Soon after receiving her aunt’s letter she founded EYEsee with a goal of “improving the vision of the needy in poorer countries and in so doing alleviate some of the poverties in the world,” according to her mission statement.
8. More than 60 volunteers enlist the help of various organizations, such as schools, retirement centers and churches.
9. Some of the stories have been heartbreaking.
10. I mean sure, we’ve all heard about poverty, we’ve all heard about poor health care in some of these countries, but it’s not really that easy for us to put a face on it.
11. Our mission is to go nationwide at some point and have chapters throughout the nation.

**COMPREHENSION AND DISCUSSION**

**Task(s):** Discuss the following questions in a small group. Designate the following group roles: reporter, timekeeper, note-taker and gatekeeper.

1. How did Janice Guzon discover that very few people in Third World countries wore eyeglasses?
2. Why couldn’t Janice’s aunt from the Phillipines get a job? Why couldn’t she pay for glasses?
3. Why are eyeglasses so “expensive” in Third World countries?
4. How many people in the world suffer from poor eyesight?
5. Janice believes that if people have better vision, then their economic prospects will also be improved. What are “economic prospects?”
6. What is a **lensometer**? Why is it so important to the work being done by EYEsee?
7. Why is it important for EYEsee to get personal stories of people whose lives have been improved by having eyeglasses?
8. Now that Janice has graduated from high school, what does she plan to do at her college?
9. What does it mean to have **access** to important **resources**?

**Option:** Map this story with a **story map**. Use words, drawings, and downloaded pictures to represent your ideas.

**LISTENING COMPREHENSION**

**PRONUNCIATION THROUGH NEGOTIATION OF MEANING**

**READING THE WORLD**

Many organizations all over the world are involved in **humanitarian** work. What does the word “humanitarian” mean to you? What types of causes or special projects come to your mind when you think of organizations that provide aid or assistance to struggling people?

**Task(s):**  **UNICEF** is one organization that is dedicated to reducing human suffering on a **global** level. Visit the UNICEF website at [www.unicef.org](http://www.unicef.org). What types of relief does UNICEF provide? Where? What other organizations can you find that are doing humanitarian work, either **globally, within a region or state, or in a local community**? Present your findings in the format of your choosing.

**WRITING**

The passage below is taken directly from the EYEsee organization’s website. It represents their **mission statement**.

**Task(s):** Read and respond in writing to some or all of the passage. Be sure to highlight new vocabulary words andfind their definitions. Can you **simplify** the language with your own words?

We are a group of young idealists with an ardent desire to fight world poverty. We are elementary, middle school, high school, and college students. We are not gainfully employed but we believe that this limitation should not hold us back from reaching out to those living in poverty. EYEsee is the result of this conviction.

We understood that poor vision contributes directly to poverty in the Third World countries. Poor eyesight leads to unemployment and the inability to support a family. It keeps a person from achieving economic self-reliance. It reduces individual productivity and diminishes the quality of life. It also adversely affects the quality of education in the poorer countries.

For the world's poor, eye care and eyeglasses are beyond their means. Food, shelter, medicine, and clothing take up all their meager financial resources and eyeglasses are simply held for another time when they hope to have extra income to buy them.

What's anomalous about this problem is that more than 4 million eyeglasses are discarded in the U.S. each year. Despite collection efforts by large service organizations, 3 million eyeglasses remain uncollected. We feel that this is just too high a number to ignore in the context of the desperate need for eyeglasses in many parts of the world. These statistics simply confront us with the reality of the need for a more active and sustained effort to recycle used eyeglasses.

EYEsee was founded in the summer of 2008 as an entirely student-run international health mission in Saint Viator High School in Arlington Heights, Illinois. We saw that by collecting as many eyeglasses that are being discarded in the U.S. and then partnering with international humanitarian organizations to distribute those eyeglasses to the world's poor, we can alleviate some of their poverty. We are committed to helping the world's poor experience corrected vision with recycled eyeglasses and in so doing advance their economic wellbeing. We embrace the believe that everyone has the right to see clearly.

**Option:** Visit [www.eyeseemission.org](http://www.eyeseemission.org). There you will find a link to all of the organization’s newsletters. Find an item or article (or more!) of interest to you. Paraphrase that item or article.

**INTERCULTURAL CONNECTIONS**

In this era of **globalization and interconnectedness through technology**, it is difficult to remain **uninformed** about the lives of people living in other parts of the world. We have long recognized and understood that things that affect other people, no matter how far away, affect all of us in some way. As we **learn continuously**, we realize more and more that our lives are **interconnected**. Those who work to help people often say that they feel a responsibility to **all** people, no matter their race, religion, or other background factors.

**Task(s):** Research any of the below or something else of your choosing. What groups are currently organized around providing ongoing help in these places? Present your findings as a report or in multimedia (print or digital poster, etc.).

**Earthquake in Haiti**

**Nuclear accident in Japan**

**Hunger in Africa**

**Human rights violations (various places)**

**Option:** The story you read talks about how **“putting a face”** on something helps people to understand it as a human problem and not just a number or a statistic.

**Task(s):** Can you find a **personal story** of someone whose life has been changed as a result of the work of EYEsee? If not, try another great organization for personal stories….it’s called **Operation Smile**. Can you predict from the name of this non proft organization what their mission might be?

**INDEPENDENT LEARNING**

It’s hard to separate our needs from our wants…sometimes they feel like the same thing! A person named **Abraham Maslow** designed something to help us understand how having our basic needs met are a foundation for other parts of our lives. Find out more about **Maslow’s Hierarchy of Needs**. What are your needs? What are your wants?

**EXTENDED LEARNING**

What does it take to start a **non profit organization**? What does it mean to *be* a non profit? What is a **strategic plan**? Use the internet to find answers to these questions, then create a plan for YOUR non profit! Be sure to answer the following questions:

* What cause/s will you represent?
* Where will your work be focused?
* Who is your target audience?
* How will you raise funds to support your staff? How will you promote your organization?
* How will your non profit be governed?

You may choose to present your ideas as a **proposal. Hint:** Every **state’s official website** has instructions for applying to become a non profit organization. You may be surprised to find out how many non profit organizations are operating in your state…and the variety of interesting

**CAREER EXPLORATION**

Many people who are interested in humanitarian work decide to **pursue a career in public policy**. Janice Guzon, the Founder of EYEsee, is one such person.

**Task(s):** Read about Janice below, then use the internet to find out more about careers in **public policy**. What types of jobs do people with public policy degrees hold? Where can they be employed? You may also choose to visit the EYEsee website at [www.EYEsee.org](http://www.EYEsee.org) to learn about other staff members and the work they do for EYEsee.

**Founder & President**  
[janice@eyeseemission.org](mailto:janice@eyeseemission.org)

I began EYEsee because I've always felt the call to make a difference in the world. Knowing my friends felt the very same drive, I gathered them together to build and grow EYEsee. My decision to pursue a major in public policy arises from my work in leading EYEsee. My involvement in EYEsee has inculcated in me a deep interest in efforts that lift people from their poverty. I intend to expand on this work and evolve it into my life’s work as a social entrepreneur. EYEsee is the work of many hands; it shows what a community of supporters can accomplish together in the fight against global poverty.

You may also wish (with permission) to **friend Janice on Facebook.**